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ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The format for grade two, performance objectives and criterion test rationale, and major objectives are contained in the introduction. The teacher aids section provides suggestions for group and individual activities, and the guidance component includes six activities planned as a guidance kit directed toward self-understanding and emotional maturity. The career units cover six occupational clusters: 10 introductory activities; 30 activities in business and sales occupations (office workers, retail store workers, food service workers); 27 activities in communications (radio, television, publications, telephone, mail, conclusion); 42 activities in farming and food service occupations (dairy, bakery, produce, meat and eggs, conclusion); 34 activities in law enforcement and government employees (introduction, police, judicial system, fire protection, military, conclusion); 24 activities in the building trades (architecture, carpenter, plumber, electrician, mason, conclusion); and 44 activities in transportation (air, rail, water, motor, conclusion). Each occupations unit is introduced by major objectives, concepts, and suggested resources. (JB)

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CAREER AWARENESS

Grade 2

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CE003918

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CAREER AWARENESS

Grades 1 - 6

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Grant #261022L

PREFACE

The Career Awareness curriculum in this book was developed through a "Part C" grant from the U. S. Office of Education from March, 1972 through June, 1973, and administered by the Idaho State Department of Vocational Education. The units were developed and written by Boise Independent School District personnel with the exception of the introductory unit at the beginning of each grade. These six units were assembled from Career Education: An Idea Book, K-6 Resource Guide Project Committee, Portland Public Schools, Oregon. The activities included in this book are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather many of these ideas and make them available to all teachers in an integrated format within most subject areas.

The project has been evaluated by a third party evaluation team, Educational System Planning of Eureka, California, as required by the project. The interim evaluation report in March, 1973 stated, "The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives."

ACKNOWLEDGEMENTS

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Audrey Harvey,	Grade 1
Barbara Diener,	Grade 2
Opal McIntyre,	Grade 3
Joyce Swensen,	Grade 4
Gordon Pierce,	Grade 5
Grant Simonds,	Grade 6

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Irene Windisch, project secretary - for suggestions, corrections and coping with hundreds of revisions.

George Washburn
Career Awareness Project Director

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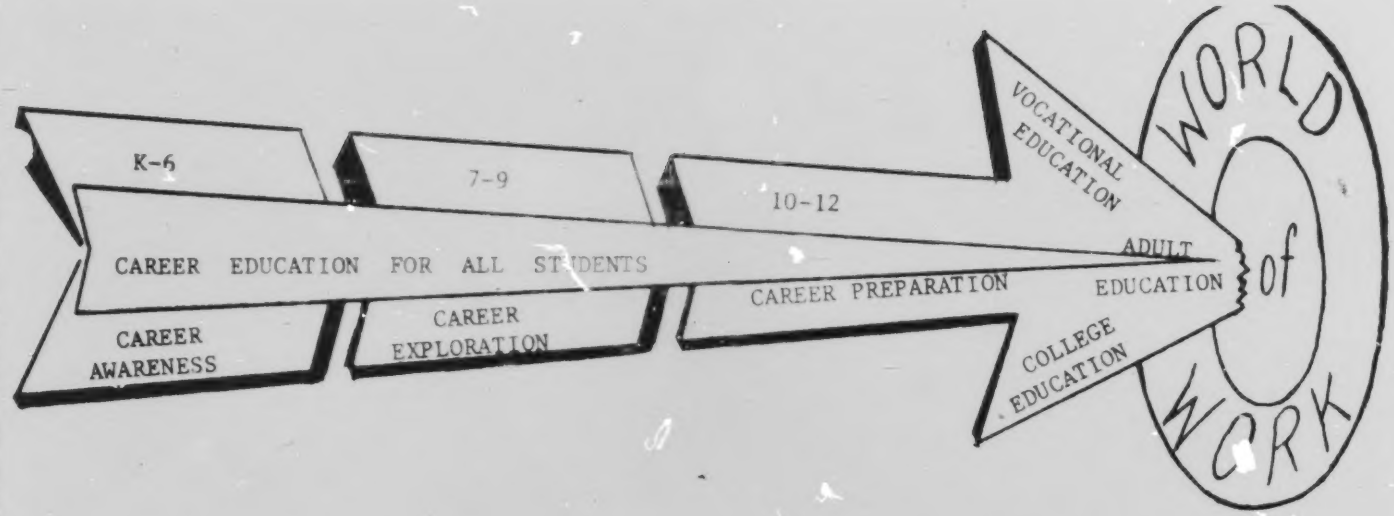

ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an inderdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

- Food Service
- Marketing
- Health Occupations
- Mechanical and Repair
- Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

1. CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.

CAREER AWARENESS FORMAT - Grade 2

The purpose of career awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

Business and Office
Consumer and Home-making Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studies.

There are six models in this grade level containing seventy-four occupational areas. These were chosen as being representative of most occupations in a typical community.

Each model is approximately six weeks in length and contains from three to five units. Each unit in the curriculum has from five to fifteen activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You, as a teacher, are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designated to be taught within subject areas. Creating a "career subject" is discouraged.

Because the materials which are needed for each unit are in constant use, it is necessary to schedule the units among several buildings. Each building will have a set of unit materials (Models Who Provide Transportation: Rail, Air, Water, Motor) for the six week period. It is up to the second grade teachers in that building to schedule the materials among themselves. At the end of that six weeks the technician will pick up the materials and deliver another set.

Some films and filmstrips are to be ordered from Boise Schools IMC. These are the ones listed on the materials page with an IMC number. The teacher will do the ordering of these since we won't know the exact day you need them. There are also films listed from Boise State College. Remember the B.S.C. films are rental. Perhaps a rented film could be used by all of one grade level for the three days you have it.

There are some field trips scheduled in your curriculum guide. The career awareness technician will schedule and make arrangements for these trips for you. Since there will be many field trips in grades 1 - 6 into the business community, we would like to schedule at their convenience so we don't overload one business. We are certainly open to suggestions of field trips not on our schedule. Also, if the trip scheduled proves to be an impossible time, contact the CA office a few days in advance so other arrangements can be made.

We would encourage many resource speakers coming to the classroom to describe their work, especially parents. At the beginning of the year you will be asked to send a prepared letter home to ask for speaker volunteers. These parents will be used within your building though not necessarily in your class. The more community involvement, the more support for the entire educational program. The technician will schedule these speakers for you, or if you desire to do the scheduling, feel free to do so.

The career awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the CA office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of the career awareness program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

The following is a statement from Joyce Swensen, fourth grade teacher in the pilot program at Garfield Elementary School. It reflects the statements submitted by all the pilot teachers.

"From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussion of behavioral expectations and evaluations have also helped.

"I am not saying extra effort is not required on the part of the teacher. It is. However the CA program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think it is good. With the CA office making arrangements for materials, resource persons and field trips, the job has been much, much easier.

"The community has become increasingly aware and involved with what is happening in the classroom. My experience has been that this program has made many friends for the school district.

"Adapting existing curriculum around careers has not decreased knowledge in core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

"Students are very much in favor of continuing in career awareness programs - as are parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

"Scholarship does not seem to change to a great degree. Good students will probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

"Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in any field. I feel this has been our goal and it has been reached."

PERFORMANCE OBJECTIVES AND CRITERION TESTS RATIONALE

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparent that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performance inorder to better evaluate what conceptual knowledge the learner has acquired. To often we not only measure his conceptual underatanding of the material, but inadvertantly, by the type of test we give, measure his reading, writing, and verbal skills. By providing several types of tests (activities) the teacher is free to choose which one will best allow a particular child to communicate his degree of conceptual understanding. If increased profficiency in reading, writing, and verbal skills are not one of the project objectives, then they should not figure into the evaluation. This system provides a child with a better chance of successfully demonstrating the conceptual understanding called for in the objective regardless of his reading, writing, or verbal skill

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low skill in another area such as reading and writing. He can now demonstrate in a variety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some written activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have

"learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to over-come the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need worry about "item analysis, validity, reliability etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved the objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

CAREER AWARENESS -- OBJECTIVES

GRADE II

1. To develop a positive attitude of self worth.

2. To develop positive attitudes toward the world of work.

3. To develop the attitude that all work is meaningful and contributes to society.

4. To develop the appreciation of the dignity and worth of honest work.

5. To develop the idea that cooperation, responsibility and dependability are necessary in school, on a job, and in everyday living.

6. To develop the idea that people work for numerous rewards and satisfactions.

7. To develop the idea that school is an important part of preparation for a career.

8. To develop the idea that most careers will require special training.

9. To develop an understanding that some workers produce goods, others perform services.

10. To present appropriate occupational information for the following models which are found in the community:
    a. Models who feed us
    b. Models who protect us
    c. Models who provide shelter
    d. Models who provide transportation
    e. Models who provide communication
    f. Models who provide for business

11. To become familiar with the career possibilities within our community.

12. To develop the broad vocabulary required to understand the work within the community.

TEACHER AIDS

HINTS TO TEACHERS - GROUP ACTIVITIES

In the career awareness materials there are many small group activities to be carried out by the students. Because students have learned to function individually and for their own goals, learning to participate productively within a group and for group goals calls for special efforts by the teacher.

Children do not adapt naturally to small group efforts. As they have learned to compete for grades and have generally been taught that sharing answers is wrong, the new concept of cooperation and group goals calls for re-education. Many adults do not know how to work in groups, so be patient and encouraging with children in this endeavor.

Some Hints:

1. Try not to expect complete success on the first attempt.

2. Try to have several consecutive group activities increasing in complexity.

3. On the first attempt do not expect the children to share materials, i.e. globes, maps. Provide each child with his own materials, but utilize a group summary sheet.

4. Plan with the class ahead of time. Involve the students in planning and don't merely tell them. List goals on the blackboard.

5. Encourage groups to choose a leader. In older groups involving complex activities, a recorder may also be needed.

6. After the group experience, meet back with the class. Ask them how the experience went and what they think the problems are. Recognize the groups who worked well together and site examples of cooperative group techniques. Evaluate on a group basis. If individual grades within a group are given, it will only encourage the good students to do their own work. Remember we are doing the activity to develop sharing and cooperativeness.

7. It also might be helpful to discuss the roles of leader and recorder with the class. Have the class discuss characteristics they like and dislike in a leader. Possibly this should be done at the beginning of the second activity rather than the first so that too much is not given at the beginning. Over planning can be as detrimental as underplanning!

INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of community talent. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important tool of communication.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Prepared by ABLE Model Program, Northern Illinois University

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the child as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

Prepared by ABLE Model Program, Northern Illinois University

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

Prepared by ABLE Model Program, Northern Illinois University

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

Prepared by ABLE Model Program, Northern Illinois University

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did it take?
What did you do next?
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does this happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?

Supply and demand for workers? Outlook for the future? Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are the steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

Prepared by ABLE Model Program, Northern Illinois University

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.

2. learn to interview workers and observe how people work together.

3. see how adults carry out their responsibilities.

4. correlate skills and other curricular areas with experience in meaningful situations.

5. give children an opportunity to work together outside the classrooom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.

2. in the school neighborhood to sharpen observation of the child's immediate environment.

3. to another school to exchange experiences or to introduce a group to another school situation.

4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Prepared by ABLE Model Program, Northern Illinois University

HOW TO PREPARE FOR A FIELD TRIP?

The following suggestions of things to do to get ready are for your consideration. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher and career awareness director should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and the things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from
   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip
   (a) time -- date, hour of departure, time to be spent on the trip.
   (b) transportation -- how the group will travel and the safety rules to be observed.
   (c) group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.

   (a) write thank you letters, letters for additional information, stories, poems, reportw, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Prepared by ABLE Model Program, Northern Illinois University

LETTER TO RESOURCE PARENT

Beginning of Year

Dear Parents:

The students in our school this year are participating in a program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. We hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We plan to visit some of the industries and businesses of our community to see the on-going work activities and to talk with some workers. We will attempt to invite workers to vist our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning point must be as close to our own locality as possible. As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society.

We realize you are not in the business of giving presentations and, therefore, we intend to have a very relaxed question and answer session. We urge you to consider our need to find out more about your work.

Please fill out and return this form if you might be available. You will be contacted to arrange a definite time and date which will be convenient for both you and the class. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____ Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days or times)_____

_____
Signature

LETTER TO SCHEDULED RESOURCE SPEAKER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with _____ class at _____ on _____.

Generally these presentations are from one half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

CAREER AWARENESS OFFICE - 1207 FORT STREET BOISE, IDAHO 83702

Dear Sir:

Along with the teaching of the basic skills in our elementary schools, we feel that students should be given an opportunity to look at the real world of work.

We know that students are not aware of the adult working world. Whenever the work of the school becomes exclusively abstract, the school is in danger of becoming isolated from the real world. Therefore, field trips will fill the void of the functional relation between knowledge and ideas that are taught in school and the real everyday life of people earning a living and providing a service.

We feel that your place of business would provide our students learning experiences which our schools cannot provide. Within the classroom the students are investigating occupations in your business area. These activities are in all subject areas to help students see the relationship between school subjects and occupations.

Some of the things the students will be looking for in your business are:

1. titles of occupations at your plant
2. duties of workers
3. training or preparation needed
4. physical and social characteristics needed
5. what schoolwork was most helpful in your job
6. salaries (optional)

Also a mention of social attitudes and habits which are essential - getting along with others, accepting responsibility, punctuality, initiative - will impress upon children that these must also be developed at an early age to be successful in a job later. It would be helpful before the tour starts for the guide to talk with the children in a more quiet area and tell the group what to be looking for, safety hazards, and set up a few ground rules while visiting.

We wish to thank you for this opportunity to show students "first hand" what the "world of work" is all about.

Respectfully,

George Washburn
Career Awareness Director

GUIDANCE

The career awareness project has as its major goals the enlightening of students to the world of work and development of their self images through understanding themselves and others. It is felt most people who are not successful in their work or have difficulty maintaining a job are failing through an inability to get along with others. Most often this is the result of a poor self-image. The guidance component of this project is designed to help students begin to understand themselves and others and, therefore, lay a groundwork for better future relations.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive environment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child; intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important aspect of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of

(a) consultation regarding children about whom the teacher is concerned
(b) informational presentations to faculties dealing with
    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills
(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems or situations.

The elementary counselor's work with parents consists of

(a) encouraging parent discussion groups
(b) suggesting ways parents can become involved in the schools
(c) consulting with parents regarding their child
(d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
(e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of

(a) helping teachers to lead meetings and discussions relating to general group problems
(b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
(c) serving as a resource person in classes relating to mental health
(d) role-playing activities
(e) puppet activities
(f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling

The Career Awareness Guidance Units found in this guide are suggestions which might be used at an opportune time throughout the year. It is intended that the class will view one of the designated filmstrips followed by an open class meeting which will include as members the students, teacher and/or guidance counselor. In the class meeting the subject for discussion should be the topic of the filmstrip and whatever it may lead to. These units are not designed to replace the current guidance activities, but to help direct some of them.

GRADE II

The Guidance activities in grade two are centered around a guidance kit and a group of filmstrips. All of these activities might be conducted by the teacher and/or the guidance counselor. The individual filmstrips are designed to be used at a rate of about one a month. The DUSO kit can be used as often as the teacher feels it is practical. It is suggested the DUSO be used on a regular basis to get the most benefit from it.

Each building will have at least one DUSO-1 and one DUSO-2. The guidance filmstrips are scheduled with units to insure their coverage in all buildings and classrooms if the teacher desires to use them.

Developing Understanding of Self and Others
A kit of activities and materials designed to facilitate the social and emotional development of children. The DUSO programs are based on the premise that every child, in the process of growing up, is confronted with normal developmental problems and that the classroom teacher can help children meet these developmental problems. They also recognize that to be the most effective in his role, the teacher needs the assistance and direction provided by programs of planned experiences and materials. The DUSO kit provides such programs which can be carried out with a minimum of preparation.

The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning. The wide variety of materials and activities provided in the DUSO kits allows each teacher to select the approach which is most appropriate for her unique group of children.

I. FORMAT GRADE II

The DUSO-1 (Developing Understanding of Self and Others) is a planned program of sequential activities geared to the following objectives:

V. Understanding Goals and Purposeful Behavior
VI. Understanding Mastery, Competence, and Resourcefulness
VII. Understanding Emotional Maturity
VIII. Understanding Choices and Consequences

The program includes eight units (four of which are being designated for second grade), one for each of the developmental themes comprising the core of the DUSO program. Used on a daily basis each unit contains enough activities for four or five weeks.

For each unit, there is an introductory story and a unit song which helps focus attention on that unit's theme. These materials, written in a child's language and employing animal person characters, are provided to stimulate identification and involvement with the content of the

various activities.

Following the introductory activities, each unit is divided into cycles. Each cycle includes the following set of activities:

1. A story followed by discussion
2. A problem situation to be followed by a discussion
3. A role-playing activity
4. A puppet activity
5. Several supplementary activities to be used as desired
6. Recommended supplementary reading (stories to be read to the class by the teacher or read independently by individual pupils)

Dinkmeyer, Don.
Developing Understanding of Self and Others
American Guidance Service, Circle Pines, Minnesota

II. The following is a list of filmstrips to be used in Grade two. The individual activities for the use of these filmstrips are on the pages that follow.

FILMSTRIPS TO BE USED IN GRADE TWO

Getting To Know Me, SVE

(Filmstrips and Cassettes)

1. "People Are Like Rainbows"
2. "A Boat Named George"
3. "Listen, Jimmy!"
4. "Strike Three! You're In!"

What Do You Think?, ERS

(Filmstrips Captioned)

5. "What Do You Think About Tattling?"
6. "What Do You Think About Promises?"

GUIDANCE

GRADE 2

ACTIVITY 1

Materials: Filmstrip and Cassette: "People Are Like Rainbows" --Getting to Know Me, SVE

Topic: Individual Differences

Objectives: To motivate discussion of basic character traits and attitudes.

To understand and accept oneself and others in terms of specific traits and characteristics.

To appreciate differences in others in ways of living, thinking, or doing, and to realize that such differences contribute to the enrichment of our lives.

Synopsis: Susan and Maria are friends in the same class in the same school and yet some of their interests are very different. There can be many ways to be different and these differences can be very interesting and valuable.

When the boys and girls in Susan's class drew pictures of homes that people live in, Susan and Jack were the most original in their ideas. In fact, they painted laughter into their pictures - a difference that everybody enjoyed.

Activity: Preparation before showing the filmstrip: Discussion of the differences in appearance, size, interests, and aptitudes of family members may be used to establish a "set" for the filmstrip topic. Differences and similarities within the class group may also be touched on.

Questions for Discussion:

1. In what ways were Susan and Maria different from each other?
2. Do you know anyone like these girls? Are you like Susan or Maria?
3. Understanding one another's differences is a part of growing up. Being different and liking different things, does not make one person right or wrong. It does not mean that one person is smarter, nicer, or better than another. Do we always have to like the same things in order to be friends?

ACTIVITY 1 (Continued)

(Questions for Discussion)

4. Can you think of a time when you learned something new because of your differences?

TEACHER: "Let's find out about other ways boys and girls may be alike or different. (Advance to frame #24)

Follow-Up Questions and Discussion:

1. How were Jack and Susan different from the other boys and girls?
2. Different people have different ways of doing things. Jack and Susan liked to make people laugh. We call that a "sense of humor". Do you know someone like that?
3. Why are some houses so different from others? How many different kinds of houses can you think of?
4. Can you think of some ways in which people are different?
5. Can you think of some ways in which most people are alike?
6. How do you feel when people are very different from you? How do you suppose people feel about you? Why?
7. Let's think about the boys and girls here in our room. Can you think of something you especially like about someone?

8. Is there some special thing about you that we would like if we knew about it? Often we like someone because he or she is not just like us.

People are like rainbows! All the different colors make the rainbow wonderful. And all the different kinds of people and different ways of living, make the world an interesting place!

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 2

Materials: Filmstrip and Cassette:
"A Boat Named George"
--Getting to Know Me, SVE
(CA Center)

Topic: Cooperation and establishing relationships.

Objectives: To develop the concept that to be able to work cooperatively with others, one must
1. appreciate one's own worth.
2. appreciate the worth of others.

Synopsis: Sometimes we are afraid of reaching out to others for fear of being rebuffed. Bob was looking on wishing he could join George in his project and George was reluctant to ask for the help he needed until he was gently urged by his teacher. When George invited Bob to help build the pilot house, George discovered that, in addition to the fun of sharing ideas and work, he had found a new friend.

Preparation: The discussion leader should review the filmstrip or study guide in advance of the actual showing. The discussion should relate what is seen in the filmstrip to the classroom situation. The discussion leader should select and adapt the following questions and suggestions for the particular class and should allow time for other responses and questions.

Prepare the group immediately before showing the filmstrip.

Did you ever hear of a boat named "George?" Are boats usually named after people? Why? Let's find out if there really was a boat named "George".

Questions for Discussion:
1. What was George building? What is a pilot house? (Frames 2-3) (Review to be sure all children understand the story content.)
2. Does a captain need a crew?
3. Why do you suppose George didn't want to ask for help? (Frame 9)
4. Why do you think Bob didn't offer to help George?
5. Working together can be fun. Why? (Frame 10)
6. Sometimes we are afraid to be friendly with other boys and girls. And sometimes other boys and girls are afraid to be friendly with us. What happens then?

TEACHER: "Let's see what happened when George and Bob began working together to build the pilot house.

(Advance filmstrip to #18)

ACTIVITY 2 (Continued)

Follow-Up Questions and Discussion:

1. What happened when Bob began to help George? (Frame 20)
2. How did Bob help George look like a captain? (Frames 21-22)
3. What was the Boat named? Why? (Frame 33)
4. George has a good friend now. How do you think he feels about that?
5. How do you get a good friend like Bob?
6. Why do you suppose that even hard work seems easier when we do it with a friend?

Related Activities: (Optional)

Make a list of things that must be done every day.

Discuss:
1. Those things pupils can do for themselves.
2. Those things with which they need help.

Discuss the appropriateness of asking for help or offering help when it is needed.

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 3

Materials: Filmstrip and Cassette:
"Listen, Jimmy!"
--Getting to Know Me, SVE
(CA Center)

Topic: Listen, don't brag.

Objectives: To show that status with one's peers is not gained by boasting of our deeds, possessions, or attitudes, but by being what we profess to be. To be liked, to feel liked, one must like and feel for others.

To develop appreciation for the importance of listening as an essential factor in communication.

Synopsis: During "Show and Tell" time Jimmy caps each child's contribution with a bigger and better version. If Jack has an old coin Jimmy has something older; Maria describes a trip, Jimmy's trip was more exciting, etc.....until the children no longer pay any attention to Jimmy. One day, a situation arises in which Jimmy alone finds a solution and gains the long sought for admiration and approval of his friends.

Activity: Preparation before showing the filmstrip: Discuss the class "standards" for "show and tell" time. When do we most enjoy "sharing" time? When do we not enjoy "sharing" time? What makes "sharing" fun? (Frames 5-12)

Here is what happened in one classroom that was having "Show and Tell" time.....

Questions for Discussion:

1. What would you like to share in the classroom with these boys and girls?
2. Why do you suppose Jimmy tried to tell about something bigger and better than anyone else? Do you ever do this?
3. Why didn't the other boys and girls listen to Jimmy? (Frames 10-13)

ACTIVITY 3 (Continued)

(Questions for Discussion)

4. How do you suppose this make Jimmy feel? How does it make you feel when no one pays attention to you?
5. How could you help Jimmy?
6. What did Susan want to share with the boys and girls? (Frame 11)

TEACHER: "One day Jimmy listened - really listened! Let's see what happened....." (Advance filmstrip to frame #17)

Follow-Up Questions and Discussion:

1. How did Susan happen to lose her kitten? (Frames 19-20)
2. How did they try to get the kitten down from the tree? (Frames 24-25)
3. Why didn't Susan's mother let Jack rescue the kitten? (Frame 28)
4. What was Jimmy doing when Susan's mother was talking to Jack? (Frame 29)
5. How did listening to Susan's mother help Jimmy? (Frame 30)
6. How do you think Jimmy felt when he gave the kitten to Susan? How did Susan feel? (Frame 37)
7. How did the boys and girls feel about Jimmy now? (Frame 39)
8. What did Jimmy learn about himself? (Frame 40)

It is suggested that the teacher use the above discussion questions, or others, to reinforce the concept that we recognize our own individual areas of strength while respecting those of others.

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 4

Materials: Filmstrip and Cassette:
"Strike Three! You're In!"
--Getting to Know Me, SVE
(CA Center)

Topic: Facing new situations.

Objectives: To help the child grow in ability to cope with unrealistic expectations without a loss of self esteem.

To help the child appreciate the value of all the roles necessary on the team.

To help the child understand that participation, regardless of the role, will bring respect, friendship, and a feeling of personal worth.

Synopsis: Tim is an ardent baseball fan with little skill in playing the game. He hangs about on the sidelines watching the other boys play until one day he discovers that his facility with arithmetic and the baseball scoring system makes him an asset to the baseball team - as scorekeeper- a post essential to the smooth running of the team. In fact, the confidence his teammates place in Tim because of this perception of him as honest, capable, and accurate in math makes for ready acceptance of his decisions.

Activity: Preparation before showing the filmstrip: It is suggested that the teacher adapt the following discussion to the needs of and the level of maturity of the children in the group.

The name of this filmstrip is "Strike Three! You're In!". What do you think about that? Is there anything odd about this title? Why?

Let's see if we can find out why this story is called "Strike Three! You're In!" when we all know that with three strikes you're out!

This story is about a boy who liked to play baseball, but didn't play very often. Let's see what happened.

ACTIVITY 4 (Continued)

Questions for Discussion:

1. Why didn't Tim play baseball very often?
2. How do you think Tim felt about this? How would you feel? (Frames 4-9)
3. But there was something that Tim liked to do, and that he did very well. What was it?
4. Why didn't he think it was as important as baseball?
5. How could Tim share in the fun of the game even though he was not a good player?

TEACHER: "Let's see what happened...."
(Advance filmstrip to frame #17)

Follow-Up Questions and Discussion:

1. Why did the boys want Tim to keep score?
2. What did they like about Tim? (Frame 23)
3. When Tim began thinking about what he could do, what happened? (Frame 29)
4. What special thing do you do well? Do you share this with others?
5. What do you think was the most important thing Tim discovered? (Frames 43-44)
6. Miss Jones said something that made Tim look at things differently. Do you know what it was? (Frame 30)

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 5

Materials: Filmstrip, Captioned:
"What Do You Think About Tattling?"
--ERS What Do You Think?
(CA Center)

Synopsis:

Topic: Tattling

Objectives:

GUIDANCE

GRADE 2

ACTIVITY 6

Materials: Filmstrip, Captioned:
"What Do You Think About Promises?"
--What Do You Think?, ERS

Topic: Keeping a Promise

Objectives: To show the students the importance of being reliable.

Synopsis: Several episodes are shown. A boy promises another he will help him fix a bike, but later can't. A boy breaks a promise to come over to play. An uncle breaks a promise to take a boy to a circus. A friend tells you a secret and you promise not to tell others.

Activity: Discuss promises with the class. Ask the class if it is ever all right to break a promise. Ask for examples. Show the filmstrip and discuss each situation after you view that portion of the filmstrip.

This session might be conducted by the teacher and/or the guidance counselor.

CAREER UNITS

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ACTIVITY 1 Suggested Subject Area: Writing

MATERIALS 1

Concept: Each student should be aware of good health habits.

Objective: To make the child more aware of his health habits.

Criterion Test: Students complete the one week activity.

Activity: Make a work sheet listing the days of the week across the top to the page and various health habits at the side of the page. Complete the chart for one week.

Example:

Health Habits	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Personal Cleanliness							
1.							
2.							
3.							
4.							
Personal Appearance							
1.							
2.							
3.							
4.							
Proper Rest and Exercise							
1.							
2.							
3.							
4.							
Proper Diet							
1.							
2.							
3.							
4.							

ACTIVITY 2 Suggested Subject Area: Social Studies

Concept: Work and needs depend on one another.

Objective: To stimulate thought in the learner about work and economics.

Criterion Test: In individual conferences the students will be able to answer a number of the questions in the activity satisfactorily.

Activity: Play game "Tell Me Why?" Ask the children if they can think of good answers to the following questions:

1. Why does your mother wash clothes?
2. Why does a father work?
3. Why do we need money?
4. Why do people eat?
5. Why do children have to go to school?
6. Why do we have hospitals?
7. Why do children need plenty of sleep?
8. Why do we have cars?
9. Why do cities need policemen?
10. Why do schools have rules?

MATERIALS 2

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Concept: Some jobs require people to work outdoors and some indoors.

Objective: To make the children aware that in some occupations the person works outdoors and in others he works indoors.

Criterion Test: Each child will be able to name a job of outdoor work and one of indoor work.

Activity: Does he work indoors or outdoors? Name an occupation and let the children decide if that person works outdoors or indoors or both. His answer should be given in a complete sentence as:

A dentist does his work indoors.
A baseball player does his work outdoors.
A carpenter works both indoors and outdoors.

ACTIVITY 4 Suggested Subject Area: Reading, Art

Concept: A person's income is generally related to the skills he possesses in that field.

Objective: To understand the relationship between income and skills in employment.

Criterion Test: In individual conferences students will be able to relate reasons why one job pays more than another.

Activity:

1. Read a number of "I Want to Be..." books to the class. (I Want to Be: a baseball player, teacher, doctor, pilot, mechanic, space pilot, etc.) Compare jobs in respect to--
   - Age requirements and limits
   - Physical skills or talents
   - Education required
   - Danger or glamour of job
   - Number who can be employed

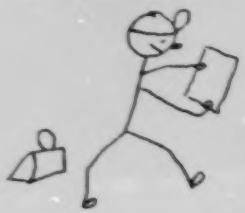
   Rank these and other jobs with which the children are familiar according to the pay they offer. (high, medium, low). List reasons why one job pays more than another. Discuss what they will do to prepare themselves for the job they want.

2. Business and government employ people who can produce the goods or services that people buy from them. Prepare a mural such as the following one which relates the type of business to the kinds of workers it seeks.

Ranch: Cowboy

Factory: Watchman

Hospital: Doctor



MATERIALS 4

Several "I Want to Be..." books published by Childrens Press.

(Most school libraries have thes

ACTIVITY 5 Suggested Subject Area: Social Studies

MATERIALS 5

Concept: People work on different jobs throughout the community.

Objective: To familiarize the children with the people who are associated with different places in the community, and the activities they do.

Criterion Test: Complete one of the two activities.

Activities:

1. Explain to the children they are to pretend they are where you say they are. They must tell you all the things that the people there are doing, and who the people are who are doing them. Present the following situations to the children:
   - You are at a grocery store.
   - You are at a laundermat.
   - You are in (name a local attraction, as museum, park, etc.).
   - You are in a dentist's office.
   - You are in a post office.
   - You are in a cafeteria.
   - You are in a hospital.

   Use as many as time and interest permit.

2. Divide the class into four groups. Designate a leader for each group and have each group assemble in a different part of the room. Whisper the name of a place to each group. They are to think of a way to act out "what happens" at that place so that the rest of the class will know where they are. Be sure that everyone in each group has something to say or do. Places in the community that might be selected from: grocery store, drug store, post office, drive-in, beauty shop, library, principal's office, barber shop, garage, etc.

MATERIALS 6

ACTIVITY 6 Suggested Subject Area: Reading

Concept: There are hundreds of career areas students might consider for the future.

Objective: To have the children become familiar with a variety of careers.

Criterion Test: Students will be able to recite at least five jobs starting with a different alphabetical letter.

Activity: Have the class write a book about careers with each letter of the alphabet beginning the name of a career.

First list the alphabet on the chalkboard. Go through several letters and name a job which starts with that letter. Then go through the remainder of the letters having students name jobs. Example:

A is for Airman up in the sky.
B is for Barber who cuts my hair.
C is for Carpenter who builds.
etc.

Assign one letter to each student. They are to make the pages for the book with the letter assigned. Each page should contain a sentence naming the job as above and an illustration of that job.

MATERIALS 7

ACTIVITY 7 Suggested Subject Area: Art

Concept: Occupations require certain skills to be performed.

Objective: To show the students that there are many varieties of occupations and each occupation requires certain skills.

Criterion Test: Each child will act out an occupation in pantomime.

Activity: Write a list of 30 common occupations on the chalkboard. Have these same occupations on slips of paper. Have the students draw them out of a hat. The students will then in turn act out their occupations in pantomime and the class will guess which occupation it is.

ACTIVITY 8 Suggested Subject Area: Language Arts

Concept: The working world contains a vast variety of occupations.

Objective: Students will understand that there are hundreds of occupational areas.

Criterion Test: Complete activity and evaluate.

Activity: Play game "What's My Line?" Twenty questions requiring a yes or no answer are allowed the group to discover the occupation assumed by the "unknown worker". Whoever guesses the occupation becomes the next "unknown worker".

MATERIALS 8

ACTIVITY 9 Suggested Subject Area: Math

Concept: Many occupations require a working knowledge of measuring tools.

Objective: The student will become familiar with a variety of measuring tools and the occupations that use them.

Criterion Test: In individual conferences students will be able to name an occupation for each measuring tool shown to him.

Activity: Take measurements with the measuring tools. Make a list of occupations which use each tool.

MATERIALS 9

Variety of measuring tools could include:

ruler
yardstick
meter stick
steel tape
calkpers
dividers
tape measure
sheet metal gauge
micrometer
odometer
speedometer
clock
stop watch
level
measuring cup
rain gauge
chalk line
line level
scale
thermometer
anometer
barometer

ACTIVITY 10 Suggested Subject Area: Math

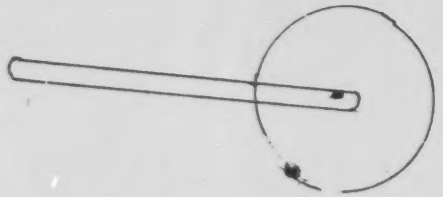
Concept: Measuring devices are used in a number of occupational areas.

Objective: Students will understand that measuring devices are a necessary tool in some occupational areas. The learners will construct and use a measuring wheel to measure long distances quickly. Traffic policemen use a similar device as do construction trades.

Criterion Test: Students will be able to measure a set part of the school playground using this device.

Activity: Cut a wheel from wood or double thickness cardboard with a three foot circumference. This is a .9545" diameter, or approximately 6/1/64". Drill a 3/16" hole in the center and bolt it to a handle. (broom stick) Paint a large dot on one edge of the wheel to make it easy to count revolutions as it turns.

This wheel will travel exactly one yard with each revolution. The learners can measure a set part of the school playground.



MATERIALS 10

wood or double thickness cardboard
broom handle
paint

CONCEPTS

A city is made up of many businesses. Many people work in offices. Office workers include secretaries, bookkeepers, file clerks, businessmen, bank tellers. Stores make it possible for people to obtain things they need and want conveniently. Stores need to have good business to make a profit. Many workers are employed in retail stores, including clerks, checkers, managers, bookkeepers. Food service workers include waiters, waitresses, chefs, hosts, hostesses, restaurant managers. Working in a restaurant requires special skills.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Given a picture of workers in an office, students will be able to describe the work they might be doing.

   A. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Give each group a picture of workers in an office. Ask the students to describe and discuss the work the office workers might be doing.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, show them a picture of workers in an office and ask them to describe the work they might be doing.

2. Given a picture of a retail store, children will be able to name 5 workers who are needed and what their jobs would be.

   A. Test Description: Small group discussion
   Teacher Directions: Group students into small groups of four or five. Give each group a picture of a retail store. Ask them to name five workers who are needed and describe what their jobs might be.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, show them a picture of a retail store. Ask them to name five workers who are needed and tell what their jobs would be.

3. Children will be able to role-play the work of a waiter or waitress and tell what cooks and chefs do.

   A. Test Description: Role-playing
   Teacher Directions: Refer to activity #21

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

SUPPLIES

*Urban Panorama Kit
(CA Center)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Art

Discuss: "What is a city?"

Make a picture of a city. Have large pieces of paper, several children working together.

MATERIALS 1

large paper
pencils
crayons

ACTIVITY 2 Suggested Subject Area: Language

Write a story about your city picture. (This will be a cooperative project by children who made pictures together.)

Discuss: City pictures and stories.
What is a city?
What do people do who work in cities?

MATERIALS 2

ACTIVITY 3 Suggested Subject Area: Social Studies

Place poster "Urban Panorama" on the bulletin board. Play the record and show the pictures from the Urban Panorama Kit. There are many good suggestions in the teacher's guide for the use of this kit. Use as many as you think appropriate.

MATERIALS 3

Urban Panorama Kit
(CA Center)

RESOURCE PEOPLE

Secretary

4 high school or college business students with machines to demonstrate

FIELD TRIPS

FILMS

FILMSTRIPS

* "Office Workers" - Taylor AV (CA Center)

BOOKS

* I Want to Be a Secretary
* I Want to Be a Bank Teller
  - Children's Press (CA Center

Text: Our Language Today, 2
- American Book Co.

SUPPLIES

typewriter
4 business machines for demonstration

old business letters
envelopes
play telephones
vocabulary cards
simple bookkeeping form
transparency of simple bookkeeping form
worksheet for bookkeeping
old magazines

*CA Center Furnishes

ACTIVITY 3 Suggested Subject Area: Social Studies

Discuss offices: How many fathers or mothers work in offices?
What do people who work in offices do?
What is a secretary?

Prepare a bulletin board display of people working in offices. Children can look through old magazines and cut out pictures.

Ask children whose parents work in an office to find out what their jobs are. Have class suggest some questions to find answers for.

Show the filmstrip "Office Workers" and discuss it with the class.

MATERIALS 3

old magazines to cut up

Filmstrip:
"Office Workers" - Taylor AV
(CA Center)

60B

ACTIVITY 4 Suggested Subject Area: Social Studies, Language

Have children report on what an office worker might do. List on the board the jobs mentioned.

Tell children they will be office workers now. Give each child 10 word cards. Explain how offices keep track of materials by filing them in ABC order. Have children arrange their cards in ABC order, then "file" them in a master file box. If time, children could mix their cards and exchange with someone else.

MATERIALS 4

word cards - 10 per student
(could be vocabulary cards from reading)

ACTIVITY 5 Suggested Subject Area: Social Studies, Language

Invite a secretary (possibly the school secretary) to come to class and tell about the work she does. Let the children dictate a letter, have her type it for them.

Show how an electric typewriter works. Give children an opportunity to type their names.

MATERIALS 5

Resource Person: Secretary
Typewriter

ACTIVITY 6 Suggested Subject Area: Language

Bring samples of business letters for children to examine. Discuss purposes of letters, parts of a letter.

Compare business letters with letter on page 37 of Our Language Today.

Write a business letter to the secretary who came to visit the class. Address an envelope, mail the letter.

MATERIALS 6

old business letters
envelopes

Text: Our Language Today, 2
--American Book Co.

ACTIVITY 7 Suggested Subject Area: Math

Demonstration of office machines. Invite four students from high school or college office practices classes to come and demonstrate office machines for students. Perhaps they could bring adding machines, calculators, etc. with them.

Try to provide opportunities for each child to do an addition problem on a machine.

Have four stations, children move through all stations.

Discuss: Why are machines used?
How do they help office workers?

MATERIALS 7

4 office machines

Resource people: High school or college students to demonstrate machines.

ACTIVITY 8 Suggested Subject Area: Language

Discuss telephone manners in an office. What should a secretary do when her employer is busy? Out of the office?

Let children demonstrate good telephone manners in a variety of situations. If toy telephones are available use them, if not, children can pretend.

Relate to telephone manners at home - "You are like a secretary when you answer the telephone at home."

Practice some situations which might happen at home. Take messages.

MATERIALS 8

play telephones
paper and pencils for writing messages.

ACTIVITY 9 Suggested Subject Area: Math

Discuss what a bookkeeper does. Talk about how bookkeeping helps businesses and individuals. Explain simple bookkeeping form. Practice making entries.

Date		Money Received	Money Spent	Cash on Hand

Give students dittoed worksheet with 5 transactions described to be entered in ledger. Also give them dittoed ledger sheet similar to sample above.

MATERIALS 9

Bookkeeping forms
Transparency of bookkeeping forms

Prepared worksheet with transactions described.

ACTIVITY 9 Transactions to be entered on ledger sheet.

JOHNNY GREEN"S MONEY

		$ c		$ c
April 4	Johnny Green gets 25¢ for doing his work at home.			
April 5	Johnny buys and airplane for 12¢.			
April 8	Johnny works for Mr. Brown and gets 50¢.			
April 9	Johnny goes to the zoo and spends 20¢.			
April 12	Johnny has a birthday and Grandma Green sends him $1.00.			

1. How much money did Johnny get?
2. How much money did Johnny spend?
3. How much money does he have left?

*Make up a story about you and your money. Make a ledger to keep track of your money.

ACTIVITY 10 Suggested Subject Area: Social Studies, Language

Review Office Workers.

Read: I Want to Be a Bank Teller and/or I Want to Be a Secretary

Write a story about office workers.

Optional: Show filmstrip " A Matter of Business" without sound, just to observe the workers on the job. (This filmstrip is too complex with sound, but would probably be a good review if used silently.)

MATERIALS 10

Books:
I Want to Be a Bank Teller

I Want to Be a Secretary
--Children's Press (CA Center)

Filmstrip:
"A Matter of Business"
--Wonderful World of Work
Denoyer-Geppert (CA Center)

ACTIVITY 11 Suggested Subject Area: Art

Make office buildings for community model.

MATERIALS 11

Any suitable building material such as milk cartons, wooden blocks, etc.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

* "Department Store Workers"
* "Supermarket Workers"
  --Community Workers and Helpers, SVE (CA Center)

* "We Run a Food Store", Taylor AV (CA Center)

BOOKS

* Our Working World, Neighbors at Work
  --Science Research Associates (CA Center)

Texts:

This Is Music, 2 - Allyn and Bacon

Discovering Music, 2 - American Book Co.

Music Round the Town - Follett

SUPPLIES

play money
envelopes containing "bills" for storekeeper
worksheet, "In Which Store Should You Buy"
cards with workers names and what each does
cards with customer roles written on them
problem cards dealing with making change
cash register

*CA Center Furnishes

ACTIVITY 11 Suggested Subject Area: Music

Sing "Supermarket" (page 99 This Is Music, 2) and "Department Store Elevator" (page 16, Discovering Music)

Discuss briefly what people do who work in stores.

Show the filmstrip "We Run a Food Store". Ask each child to bring an empty container from home for the store.

MATERIALS 11

Texts:
This Is Music, 2
--Allyn and Bacon

Discovering Music, 2
--American Book Co.

Filmstrip: "We Run a Food Store"
--Taylor AV (CA Center)

ACTIVITY 12 Suggested Subject Area: Math, Social Studies

Store simulation: Mark each item in the store -- make a total of $30.00.

Ask someone to be the store manager. Also have 2 clerks. Have other children come to buy items with play money. (Have a total of $30.00 in circulation) Continue this until all items are sold.

Ask the storekeeper to close his store and count his money. He should have $30.00. Discuss this. Then give the storekeeper envelopes containing bills.

Example: pay $5 for rent
pay $15 for products to sell
pay $3 for each clerk
pay $1 for lights
pay $1 to truck company

Ask, "How much is left when all the bills are paid? Who gets the money? Why?"

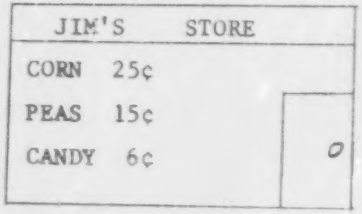
MATERIALS 12

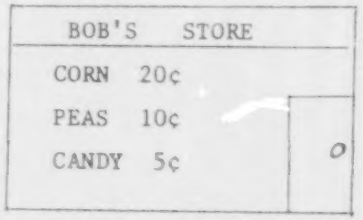
Items brought from home by children

play money (CA Center)

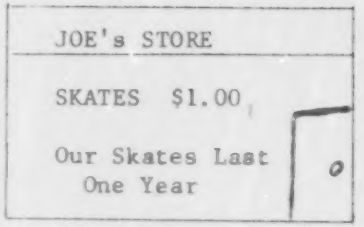
envelope containing "bills" for storekeeper to pay

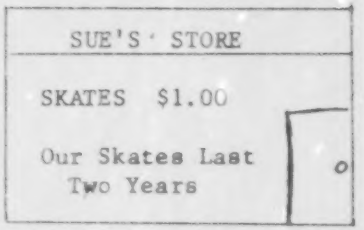
ACTIVITY 13 IN WHICH STORE SHOULD YOU BUY?



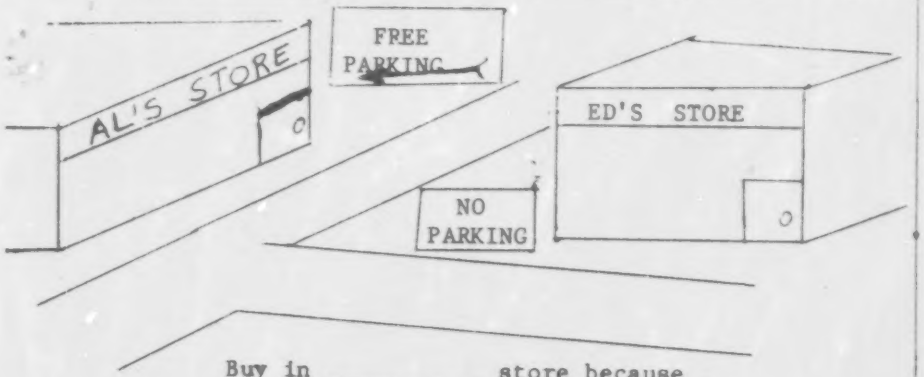


Buy in _____ store because

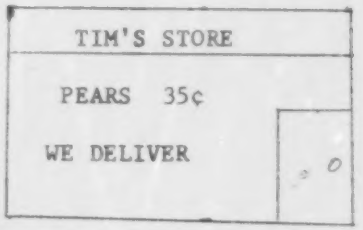


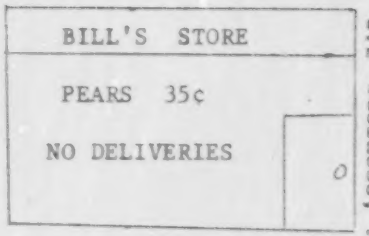


Buy in _____ store because



Buy in _____ store because





Buy in _____ store because

they deliver prices are lower you can park goods are better

ACTIVITY 13 Suggested Subject Area: Social Studies

Discuss how people decide where to buy things they need. "If you were working in a store, what could you do to make people want to buy at your store?"

Let's find out why people shop where they do. Together with the children prepare a questionnaire for their mothers. Ditto off and have them take it home.

Sample questions: Where do you buy groceries? Why do you shop there?

Do worksheet "In which stores should you buy?" Discuss.

MATERIALS 13

Worksheet: "In Which Stores Should You Buy?"

ACTIVITY 14 Suggested Subject Area: Social Studies

Compile results of questionnaire with children. What are the main reasons people shop where they do?

What advice could we give to Mr. Green whose store is not doing too well?

Read story "The Adventures of Tom" by Bettina Smith. (page 143)
Discuss why stores failed.

MATERIALS 14

book:
Our Working World, Neighbors at Work
--Resource Unit, SRA

ACTIVITY 15 Suggested Subject Area: Social Studies

Show filmstrip: "Department Store Workers" Discuss work each person does and how they work together.

MATERIALS 15

Filmstrip:
"Department Store Workers"
--Community Workers and Helpers
SVE (CA Center)

ACTIVITY 16 Suggested Subject Area: Social Studies

Show filmstrip: "Supermarket Workers"

Discuss likeness and differences with department store workers. Put on board.

Ways they are alike	Ways they are different

MATERIALS 16

Filmstrip:
"Supermarket Workers"
--Community Workers and Helpers
SVE (CA Center)

ACTIVITY 17 Suggested Subject Area: Social Studies

Discuss: What do store workers do? Assign worker roles to one half the class, customer roles to the rest.

Worker roles: clerk, bookkeeper, stock boy, box boy, checker, order clerk, store manager, etc.

Customer roles:
- You can't find the shoe department.
- You want to pay your bill.
- You have your groceries ready to pay for.
- You need help to carry out your bags.
- You do not know what kind of paint would be best for your walls.
- You would like to work at the store.
- Etc.

Have customer children decide which worker could help them, then have the worker and customer role-play the situation. Show polite and impolite behavior. Discuss.

MATERIALS 17

Cards with worker names and what each does.

Cards with customer roles on them.

ACTIVITY 18 Suggested Subject Area: Math

Divide children in pairs. Give each pair 4 problem cards with problems dealing with making change. Give each pair enough play money to make change.

Practice being clerk and customer. Count change correctly.

Sample problem cards: Buy some candy for 10¢. Give the clerk 25¢.
Buy a book for 50¢. Give the clerk $1.00

MATERIALS 18

Problem cards
Play money

ACTIVITY 19 Suggested Subject Area: Music

Sing: "At the Little Corner Store" (page 19)
"Market Song" (page 13)
"Why Shouldn't My Goose" (page 14)

MATERIALS 19

Text:
Music Round the Town
-- Follett

ACTIVITY 20 Suggested Subject Area: Social Studies

Set up a store in part of the room. Rotate store workers to give all students a chance. Give each student some play money to spend in his free time. Have cash register, money to make change.

Children could bring old toys, books, etc. from home to "sell", or use empty containers. Have "store" "buy" the goods, then sell at a higher price.

Include: store manager
clerk
stock boy
custodian
bookkeeper

MATERIALS 20

cash register
play money
items brought from home to "sell" in store

ACTIVITY 21 Suggested Subject Area: Art

Make retail stores for community model. Where should they be located?

MATERIALS 21

Blocks, milk cartons, etc. with which to make store buildings.

RESOURCE PEOPLE

FIELD TRIPS

To High School Skills Center for Food Service
or to a
Drive-In Restaurant

FILMS

FILMSTRIPS

BOOKS

* I Want to Be a Restaurant Owner
* I Want to Be a Waitress
--Children"s Press (CA Center)

SUPPLIES

table, chairs
table service for 4
order pads
patterns for hats
construction paper
butcher paper
play money
trays

instant chocolace
milk (one carton per child)
spoons for mixing
toaster
butter
sugar-cinnamon mix
jam

*CA Center Furnishes

ACTIVITY 22 Suggested Subject Area: Social Studies

Discuss "eating out". What do you do? How is it different from eating at home? What workers do you see? What do they do?

Read book: I Want to Be a Waitress

Talk about the work each does.

MATERIALS 22

Books:

I Want to Be a Waitress
--Children's Press (CA Center)

ACTIVITY 23 Suggested Subject Area: Health, Social Studies

Discuss manners while eating. Role play some do's and don'ts at the table. Do this for at home and at a restaurant.

Have students role-play the waiter or waitress and the cashier, cooks.

MATERIALS 23

table, chairs
plates and silverware

ACTIVITY 24 Suggested Subject Area: Social Studies

Take a field trip to the High School Food Services Skills Center for lunch. (Costs same as regular school lunch.)

Or take a field trip to a drive-in restaurant.

MATERIALS 24

ACTIVITY 25 Suggested Subject Area: Art, Language

Prepare for restaurant. Assign jobs to committees:
- menus
- chef hats
- waitress hats
- waiter hats
- host or hostess badge
- owner's badge
- cashier's badge
- sign for restaurant
- place mats

MATERIALS 25

- paper for menus
- paper and patterns for hats
- butcher paper for restaurant sign

ACTIVITY 26 Suggested Subject Area: Social Studies

Simulated Restaurant: Children draw for roles, then exchange so everyone gets to work and eat.

For a class of 26 children:

- 4 waiters or waitresses
- 1 host or hostess
- 1 cashier
- 1 restaurant owner
- 4 cooks or chefs
- 2 busboys
- remainder are customers

Set up room like a restauratn with four tables. Customers come in, are seated by host or hostess.

Order from menu:

- Chocolate milk
- Plain milk
- Toast with cinnamon sugar
- Toast with jam

Cooks prepare food, waiter or waitress serves, busboys clean up, cashier takes money and owner checks with customers.

MATERIALS 26

order pads
table settings
menus
spoons
trays
toaster
play money
instant chocolate
milk
bread
butter
cinnamon and sugar
jam

ACTIVITY 27 Suggested Subject Area: Art

Make restaurants for model community.

MATERIALS 27

blocks, milk cartons, etc. with which to make buildings.

GRADE 2

ACTIVITY 28 Suggested Subject Area: Art

Make a people mural of business workers. Have a group of children draw the background, shops, offices and restaurants.

Each child can draw a big person dressed like a business worker. Try to have a representative for each group. Label workers, review what they do.

MATERIALS 28

Background paper for mural

Paper for people (at least 18" x 24")

CONCEPTS

The communication field is a broad area which has many opportunities. The communication field is vital to the community. Communication has played an important role in shaping our world and our country. There are many and varied occupations within the industry. It is important to learn the language of the industry as a layman or within the field. It is important to be familiar with many means of communication. Occupations within the communications industry vary, but they are all important to our nation.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe the four main areas of communication when the unit is completed.

   A. Test Description: Written Test
   Teacher Directions: Ask the students to list the four main areas of communication.

   B. Test Description: Class discussion
   Teacher Directions: Organize a class meeting or discussion. Ask the students to describe and discuss the four (4) main areas of communication. (Encourage all students to participate).

   C. Test Description: Draw-a-picture illustration
   Teacher Directions: Give each student four peices of blank paper and crayons. Ask them to draw four pictures illustrating each of the four main areas of communication.

2. Students will be able to identify the pictures of ten communications employees with 80% accuracy as to the main areas in which they work (mail, telephone, publication, or radio/television).

   A. Test Description: Written Test
   Teacher Directions: Give each student a piece of lined paper. Show the class pictures of ten (10) communications employees and ask them write down on the paper the area in which these communications employees work (mail, telephone, publications, or radio/television).

   B. Test Description: Draw-a-picture illustration
   Teacher Directions: Give each student five pieces of blank paper and crayons. (Instruct them to use both sides of paper). Show the class pictures of ten (10) communications employees and ask them to make picture drawings illustrating the area in which these communications employees work (mail, telephone, publications, or radio/television).

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

Shortstrips from Encyclopaedia Britannica:
* "What Is Communication"
* "Communication With Pictures"
* "Man Learns to Write"
* "The Beginning of Printing"
* "Early Communication in America"
* "The Beginning of Instant Communication"
* "Communication in School"
* "Communication by Radio and Television"
(CA Center)

BOOKS

*How Communication Helps Us
--Benefic Press (CA Center)
*Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co.
(CA Center)

SUPPLIES

Room set 3x5 or 5x8 cards

* Room set of papers with Morse Code
(CA Center)

Tape Recorder (optional)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Reading, Art

Introduce the units of communication by showing the shortstrips "What Is Communication?" and "Communication With Pictures". Go over suggestions that come with the strips.

Read to the students and show them the pictures of How Communication Helps Us to page 21.

In groups of three, have students write a short (one sentence suggested) story by use of pictures. Use the book Ed Emberley's Drawing Book: Make a World by drawing some of the figures on the chalkboard (or have some students do this) which might be used in their writings.

Exchange these "writings" with other groups and see if they can figure out what is intended.

MATERIALS 1

Shortstrips:
"What Is Communication?"
"Communication With Pictures"
--Encyclopaedia Britannica (CA Center)

Books:
How Communication Helps Us
--Benefic Press (CA Center)

Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co. (CA Center)

ACTIVITY 2 Suggested Subject Area: Language Arts

Have Morse Code printed on paper which can be handed to the students. The code can be found on page 13 of How Communication Helps Us.

Have the students code their first names on cards. Place the cards in a box and have students draw out the names. On a sheet of paper the students should write out the name and return the card to its owner.

Have students correct any that need be. Students attach cards to front of desks for the time spent on the communication unit.

MATERIALS 2

Room set of cards 3x5 or 5x8
Room set of papers with Morse Code on them.

Book:
How Communication Helps Us
--Benefic Press (CA Center)

ACTIVITY 3 Suggested Subject Area: Art

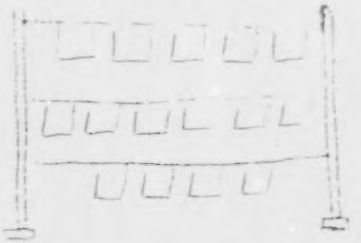
Read to the students the remainder of the book How Communication Helps Us.

The students activity will be making of flags from page 33 of the book. It is suggested they spell out (school name) Grade School - Welcome with each student making a flag.

Materials can vary, but the easiest would be on plain paper using crayons. Each student make one flag. Display the flags in the building near the front entrance on poles and strings. The centers from transparency cards make good flags.

MATERIALS 3

Book:
How Communication Helps Us
--Benefic Press (CA Center)



ACTIVITY 4 Suggested Subject Area: Language Arts

Briefly talk about the various forms of communication we have mentioned up to now. Ask the students to name as many as possible. Discuss how lines of communication can sometimes cause misinterpretation.

To demonstrate this, form the class into three circles. The teacher will tell a short but somewhat complicated story to one member of the circle, he in turn passes it to the next. When the story reaches the last student, have the student tell the entire class. All three groups were told the same story. The teacher will now tell the class what the story was that she told.

Point out the differences in the original and when it passed to the final student, and the differences in the three final stories. The students final stories can be taped if desired, to better point out the differences in the versions.

Suggested Story: There were six kittens that had two toes on each paw. One day the father decided to count all his children's toes, and find out how many they had altogether. Come to find out they had 48 toes!

MATERIALS 4

Tape Recorder (optional)

ACTIVITY 5 Suggested Subject Area: Social Science

Show the following shortstrips and go over the suggestions with them.
"Man Learns to Write" and "The Beginning of Printing"

MATERIALS 5

Shortstrips:
"Man Learns to Write"
"The Beginning of Printing"
--Encyclopaedia britannica
(CA Center)

ACTIVITY 6 Suggested Subject Area: Social Science

Show the following shortstrips and go over the suggestions with them.

"Early Communication in America" and "The Beginning of Instant Communication"

MATERIALS 6

Shortstrips:
"Early Communication in America"
"The Beginning of Instant Communication"
--Encyclopaedia Britannica
(CA Center)

ACTIVITY 7 Suggested Subject Area: Social Science

Show the following shortstrips and go over the suggestions with them.

"Communication in School" and "Communication by Radio and Television"

MATERIALS 7

Shortstrips:
"Communication in School"
"Communication by Radio and Television"
--Encyclopaedia Britannica
(CA Center)

RESOURCE PEOPLE

FILMS

SUPPLIES

5 appliance boxes
crayons
cardboard cutting instrument
glue or paste
cassette and tapes

FILMSTRIPS

FIELD TRIPS

BOOKS

Text: We Are Neighbors
--Ginn and Co.

ACTIVITY 8 Suggested Subject Area: Art

Divide the class into groups of 5 or 6. These groups will work together for activities 8, 9, 10. Give each group a box (refrigerator size) and have them make it into a television set with a cutout screen area.

They may decorate them as they choose. Keep them for the next activities!

MATERIALS 8

appliance size boxes - one for each group

crayons, pencils
cardboard cutting instrument
paste or glue.

ACTIVITY 9 Suggested Subject Area: Language Arts

Assemble the groups formed in Activity 8. Tell each group to plan a short television commercial which they will give to the class and perhaps others. There will only be room for two at the most inside their sets. Therefore, each group must elect those who will make the presentation.

The group will need to make or assemble any materials they will need for the presentation.

MATERIALS 9

ACTIVITY 10 Suggested Subject Area: Language Arts

Assemble the groups formed in Activity 8. Place their TV sets at the front of the room.

The groups will make their presentation to the class (and others if you choose). Use tapes and cassettes for each presentation.

After the presentations, play the tapes to show how it is necessary to speak clearly and distinctly to get the message across.

MATERIALS 10

Boxes of TV sets made in Activity 8

Cassette and tapes

ACTIVITY 11 Suggested Subject Area: Reading

Students read the story "Our TV Does Not Go" from book We Are Neighbors.

Discuss the story afterwards. Go over any vocabulary words from the story or which may pertain to radio or television, although not found in the story.

ACTIVITY 11

Text:
We Are Neighbors
--Ginn and Co.

ACTIVITY 12 Suggested Subject Area: Social Science

Play the quiz game "What's My Line?"

Divide the students into five panels of four students. The remaining students will think of an occupation they know enough about to answer yes or no questions.

Each panel will try to guess the occupation of one student by asking questions to which they can answer yes or no. The panel getting the occupations in the fewest questions is the winner.

Before starting, mention the necessity of asking clear questions and speaking plainly. Tape the series and play parts of it back so you can show any needed improvements and good speaking ability.

MATERIALS 12

Cassette and tapes

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

Shortstrip by Encyclopaedia Britannica:
* "Communication by Newspaper"

BOOKS

* Ed Emberley's Drawing Book: Make a World
  --Little, Brown and Co. (School Library)
* Come to Work With Us in a Newspaper
  --Sextant
* I Want to Be a Newspaper Reporter
  --Children's Press
  (All from CA Center)

Text:
This Is Music
--Allyn and Bacon

SUPPLIES

Room set of newspapers
4 to 8 sheets of poster paper
scissors
paste or glue

*CA Center Furnishes

ACTIVITY 13 Suggested Subject Area: Reading

Show the shortstrip "Communication by Newspaper". Go over the suggestions with the strips.

Read Come to Work With Us in a Newspaper. Show the pictures and cartoons to the students. Emphasize the various jobs mentioned in the book and have the students guess what they might do.

Go over the glossary at the end of the book. Ask students if they can define the words orally.

MATERIALS 13

Shortstrip:
"Communication by Newspaper"
--Encyclopaedia Britannica

Book:
Come to Work With Us in a Newspaper
--Children's Press

(Both CA Center)

ACTIVITY 14 Suggested Subject Area: Art

Pass out a newspaper to each student. Go through the paper and point out the different main areas of the paper.

Turn to the comic pages and then the political cartoon to compare and contrast. Ask the students to draw a four square comic strip using all or some of the following characters: anteater, dragon, goat, monkey, wolf, turtle, rhinoceros, porcupine, pelican, lion.

These are found on pages of animals in Ed Emberley's Drawing Book: Make a World. The teacher should draw the animals on the chalkboard for the students to copy.

Place all the comic strips on the bulletin board for all the students to see.

MATERIALS 14

Room set of the Idaho Statesman Newspaper.

Book:
Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co.
(CA Center)

GRADE 2

ACTIVITY 15 Suggested Subject Area: Reading, Music

Read to the students I Want to Be a News Reporter.

Students sing "Newsboy" from This Is Music.

Ask students to look through a paper at home and bring some article to school the next day.

MATERIALS 15

Book:
I Want to Be a Newspaper Reporter
--Children's Press (CA Center)

This is Music
--Allyn and Bacon (Text)

ACTIVITY 16 Suggested Subject Area: Language Arts, Art

Write on the board four headings: National News, Local News, Sports, Comics and Miscellaneous.

Ask the students to decide into which area their articles fit. Using posterboard, have the students get together with their group and paste the articles on the board arranging them to look like a newspaper. They can label each page with its title, but the one with the national news should have the newspaper name. (Made up)

Have some old newspapers in the class in case more articles are needed.

Place the finished product on the bulletin board.

MATERIALS 16

Several newspapers

4 to 8 sheets of posterboard
paste or glue
scissors

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

Shortstrip by Encyclopaedia Britannica:
* "Communication By Telephone"
(CA Center)

BOOKS

* I Want to Be a Telephone Operator
--Children's Press
(CA Center)

Text: Discovering Science, 2
--Merrill

SUPPLIES

*5 wood blocks, 1x4x12
*5 15" wires
5 rubber bands
20 nails
1 hammer
5 tuning forks
5 pans for water
5 spoons
300' string
scissors
40 paper cups
40 plastic rings

*CA Center Furnishes

2.3 TELEPHONE

GRADE 2

ACTIVITY 17 Suggested Subject Area: Social Science - Reading

Show the shortstrip "Communication by Telephone" and go over the suggestions with the strip.

Read the book I Want to Be a Telephone Operator to the students.

MATERIALS 17

Shortstrip:
"Communication by Telephone"
--Encyclopaedia Britannica
(CA Center)
Book:
I Want to Be a Telephone Operator
--Children's Press (CA Center)

ACTIVITY 18 Suggested Subject Area: Science

Using the science books Discovering Science, 2 do several of the experiments from Section 7 "Sounds to Hear". Suggestions are to do pages 124-5-6, 127, 132, 134-5.

MATERIALS 18

Text:
Discovering Science, 2
--Merrill Pub. Co.

Materials:
5 blocks of wood 1x4x12
5 rubber bands
5 pieces wire (15")
20 nails
1 hammer
5 tuning forks
5 pans of water
5 spoons
string

2.3 TELEPHONE

GRADE 2

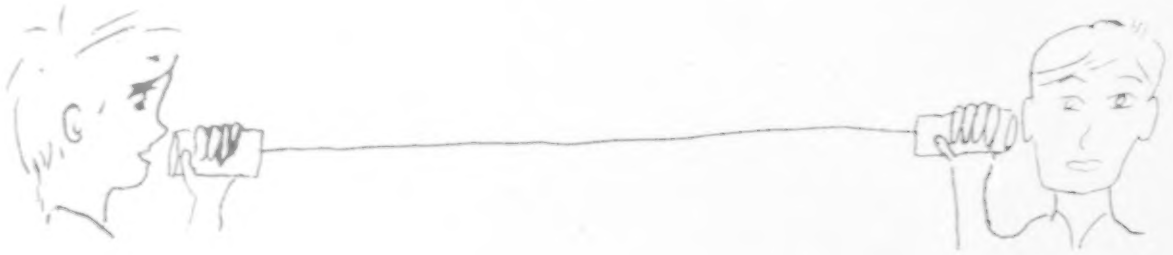
ACTIVITY 19 Suggested Subject Area: Science

Pair students off and give each set a 20 ft. length of string, two plastic curtain rings, and two paper cups. Students will use these materials to make telephones.

Punch a small hole in the bottom of each cup, tie the ends of the string to the rings and stretch tight through the holes.

Have the students experiment talking and listening to see how well they are able to hear and how loud they must speak. Ask various students to use different lengths from 5 to 20 feet.

See page 138 of Discovering Science, 2.



MATERIALS 19

Text:
Discovering Science, 2
--Merrill Pub. Co.

Materials:
300 ft. string
scissors
40 paper cups
40 plastic curtain rings.

RESOURCE PEOPLE

Postal Employee
(optional)

FILMS

"The Mailman" - MP 1119 IMC
"Our Post Office" - B.S.C. Film Library

FILMSTRIPS

Shortstrip from Encyclopaedia Britannica:
* "Communication By Mail"
(CA Center)

FIELD TRIPS

To Post Office

BOOKS

* I Want to Be a Postman
--Children's Press (CA Center)

Library Books:
Time for Poetry
--Scott Foresman
* Favorite Poems Old and New
--Doubleday and Co.

SUPPLIES

* Letter Scale
* Portable Postal Unit
* play money
(CA Center)

Room set of envelopes
List of state capitals with addresses of governors (fictional)
soap or potato
stamps

*CA Center Furnishes

GRADE 2

ACTIVITY 20 Suggested Subject Area: Social Science, Reading

Show the shortstrip "Communication by Mail" and go over the suggestions with the strip.

Read the book I Want to Be a Postman to the students.

Set up the portable postal unit from the CA Center.

MATERIALS 20

Shortstrip:
"Communication by Mail"
--Encyclopaedia Britannica
(CA Center)

Book:
I Want to Be a Postman
--Children's Press (CA Center)

Portable Postal Unit (CA Center)

ACTIVITY 21 Suggested Subject Area: Language Arts

Read the poem "The Postman" by Laura E. Richards to the class.

Hey! the little Postman
And his little dog,
Here he comes a-hopping
Like a little frog;
Bringing me a letter,
Bringing me a note,
In the little pocket
Of his little coat.

Hey! the little Postman,
And his little bag,
Here he comes a-trotting
Like a little nag;
Bringing me a paper
Bringing me a bill
From the little grocer
On the little hill.

Hey! the little Postman,
And his little hat,
Here he comes a-creeping
Like a little cat.
What is that he's saying?
"Naught for you today!"
Horrid little postman!
I wish you'd go away!

Then read this poem entitled "The Postman" (Author Unknown)

The whistling postman swings along,
His bag is deep and wide,
And messages from all the world
Are bundled up inside.

The postman's walking up our street.
Soon now he'll ring my bell.
Perhaps there'll be a letter stamped
In Asia. Who can tell?

Now ask the students to write a 4 line or more poem about a postman. After they finish read them to the class.

Read any number of poems from the book Favorite Poems Old and New whether on the subject of communication or other. A personal copy can be purchased for $6.95

MATERIALS 21

Books:
Time for Poetry
--Scott, Foresman and Co.

Favorite Poems Old and New
--Doubleday and Co.

GRADE 2

ACTIVITY 22 Suggested Subject Area: Language Arts

Go over forms for letter writing with the students. Ask them to write a letter to the governor of another state (each different) requesting information about his state. (Correct names aren't necessary)

If this proves too difficult, you might write a short letter on the chalkboard which students can copy.

Go over the forms for addressing envelopes and have them do this for the letter.

Hold the letters until tomorrow.

MATERIALS 22

Room set of envelopes
Paper
List of State Capitals
and addresses

ACTIVITY 23 Suggested Subject Area: Language Arts

Set up a post office in the class using the portable postal unit from the CA Center. Students take the role of postman, window clerk, sorter, postmaster, etc.

Students who are sending letters must go to the Post Office, have their letters weighed, buy stamps, and mail letters. (Use trading stamps or make stamps.) Make cancelling device out of soap or potato or use a school stamp and pad.

Students send all of the letters written yesterday to the Post Office. They can take turns with different jobs so all get a chance to take part. The postal workers place the letters in their proper boxes by state. Hold until tomorrow.

MATERIALS 23

Postal unit (CA Center)
Stamps
Stamping Device
Play money (CA Center)
letter weigher (CA Center)

ACTIVITY 24 Suggested Subject Area: Language Arts

Each student selects a state he wishes to be governor of. He can write the state on a card and place it on his desk. Half of the students now be postal workers, delivering half the letters from Activity 23 to these governors. After they are delivered, the group switches.

When all the letters have been delivered, students look over the letters for errors. Have the students point out how a letter can best be written to help postal employees send it on its way quickly.

MATERIALS 24

ACTIVITY 25 Suggested Subject Area: Social Science

Do one of the following:

Show one of the films: "The Mailman"or "Our Post Office"

Go on a field trip to the main post office. The post office will furnish a guide.

Invite a postal worker to the class to explain his job and others in the postal system.

MATERIALS 25

Films:
"The Mailman"
"Our Post Office"
--B.S.C. Film Library

or
Field trip to Main Post Office

or
Guest speaker from post office

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

Shortstrip from Encyclopaedia Britannica:
★ "Communication in the Space Age"
(CA Center)

BOOKS

★ News Travels
--Whitman Pub. Co.
(CA Center)

SUPPLIES

ACTIVITY 26 Suggested Subject Area: Reading

Show the shortstrip "Communication in the Space Age" and go over the suggestions with the strip.

Read the book News Travels to the students.

MATERIALS 26

Shortstrip:
"Communication in the Space Age"
--Encyclopaedia Britannica

Book:
News Travels
--Whitman Pub. Co.

(Both from CA Center)

ACTIVITY 27 Suggested Subject Area: Social Science

Divide the students into groups of five. Have them think of as many forms of communication as possible, both present and past. Have each group read their list to see which group came up with the most.

Then have the students in these same groups imagine it is the year 1776 and the United States has just declared its independence. The British Governor must quickly notify his king of this event. What are all the steps he must go through to let the king know the quickest way? How long will it take?

After students talk it over, have each group report to the class.

MATERIALS 27

CONCEPTS

People eat many kinds of foods. Foods can be grouped into four main categories:
- dairy products
- bakery products
- produce (fruits and vegetables)
- meats

Grocery stores sell many kinds of foods. Many workers are involved in producing, processing, and distributing food.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Given pictures of many kinds of foods, the student can name 80% of the foods shown and tell what food group each belongs to.

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, show them 15 pictures of many kinds and ask them to name the food and tell what food group each belongs to.

   B. Test Description: Class meeting - Organizing activity
   Teacher Directions: Refer to activity #2

2. Given pictures of a member of each of the four food groups, the student can name at least three jobs which helped to get the food from its source to the table.

   A. Test Description: Class meeting - Group activity
   Teacher Directions: Refer to activity #32.

RESOURCE PEOPLE

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

Old magazines
Scissors
Construction Paper
Paste or Glue

60 cards with a picture of a food on each card
lima beans
corn seed
pea seed

*Poster and Guide:
Every Day Eat the 1-2-3-4 Way

*Teaching Pictures:
A Trip to a Farm
Plowing
Farm Buildings
Horses
Other Farm Animals

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Art

Have students find pictures of as many foods as they can. Paste the pictures on a large sheet of construction paper, trying to fill the whole page. As students work, encourage them to talk about the foods, naming each food.

Put up the poster "Every Day - Eat the 1-2-3-4 Way". The guide has many good suggestions.

MATERIALS 1

old magazines
scissors
construction paper
paste or glue

Poster:
"Every Day - Eat the 1-2-3-4 Way"
-National Dairy Council
(CA Center)

ACTIVITY 2 Suggested Subject Area: Social Studies, Science

Discuss the pictures children made in Activity 1. Make a list together of foods shown in pictures. Teacher write these on board as children name them. After about 10 foods are given, suggest need to organize list into categories. Try to get children to name fruits and vegetables, meat, breads, and dairy products.

Make lists under each category.

MATERIALS 2

pictures made in Activity 1

ACTIVITY 3 Suggested Subject Area: Social Studies

Distribute cards with pictures of food to each student. Reinforce categories of foods by doing several activities such as the following:

1. Make up a riddle about one of your foods. Tell what group, color, taste.
2. Play "stand up", "sit down". Call: "Produce (or fruits and vegetables) stand up, meats sit down" etc.
3. Call children to come to the front of the room to join a category and show pictures. Ex.: "All Dairy Products come to the front."
4. Make a good meal by trading, joining with a friend. Be sure to include some of all four food groups.

Note: Set to soak one lima bean for each student, also some corn, pea seed. These will be used in future activity.

MATERIALS 3

60 cards with a picture of a food on each card

(After using for this activity, save for use in culminating activity)

lima beans, corn and pea seed

ACTIVITY 4 Suggested Subject Area: Reading

Display the pictures from the Teaching Pictures Packet "A Trip to a Farm". Use pictures #1 Plowing, #5 Farm Buildings, #6 Horses, and #11 Other Farm Animals.

There is a teachers Resource Sheet with each of these pictures with many ideas. Use as many of these as you feel are worthwhile.

MATERIALS 4

Teaching Pictures:
"A Trip to a Farm", Troll Assoc.
- Plowing
- Farm Buildings
- Horses
- Other Farm Animals

RESOURCE PEOPLE

FIELD TRIPS

To a Dairy

FILMS

"Milk and Milk Foods" MP 5093 IMC

FILMSTRIPS

*"The Story of Milk", SVE
(CA Center)

BOOKS

Texts: Sing a Song, Prentice Hall
This Is Music, 2, Allyn and Bacon

SUPPLIES

Old magazines
Milk Products
Paper Plates
Wooden Spoons
Churns or quart jars with lids
or bowls and egg beaters
Cream
Salt
Crackers

Stories about kinds of dairy cattle

*Posters:
"The Story of Milk From Farm to City"
--National Dairy Council

*Study Prints: "We All Like Milk"
--National Dairy Council

*Teaching Pictures:
"A Trip to a Farm"
Feeding Calves
Cows

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Discuss dairy products - where milk comes from. Show filmstrip "The Story of Milk". Emphasize jobs shown.

Discuss posters of the dairy farm. Play the record for the students and show the pictures that go along with it.

MATERIALS 1

Filmstrip:
"The Story of Milk", SVE
(CA Center)

Dairy Farm Panorama Kit
(CA Center)

ACTIVITY 2 Suggested Subject Area: Social Studies, Art

Divide children into groups. Give each group a story about one kind of dairy cattle. Story should describe breed.

Children read the story, then each group member make a big picture of that kind of dairy cow. Cut out the pictures.

MATERIALS 2

Stories for children to read describing each breed of dairy cattle.

Large drawing paper, crayons
Scissors

ACTIVITY 3 Suggested Subject Area: Health

Discuss why milk is important. Tell children that they are to be "milk detectives". Find as many pictures as they can of foods that contain milk. Cut out and mount.

Show Study Prints "We All Like Milk". Discuss. There are many good suggestions in the teacher's guide with the prints.

MATERIALS 3

old magazines
scissors
construction paper

Study Prints:
"We All Like Milk"
--National Dairy Council
(CA Center)

ACTIVITY 4 Suggested Subject Area: Health

Have a milk products tasting party. Have samples of the following dairy products:
- milk
- cheese, Cheddar and Swiss
- cottage cheese
- yogurt
- buttermilk

MATERIALS 4

milk
cheese, cheddar and swiss
cottage cheese
yogurt
buttermilk
paper plates
wooden or plastic spoons
paper napkins

ACTIVITY 5 Suggested Subject Area: Social Studies, Art

Take a field trip to a dairy. Ask children to watch for people who work at the dairy.

After the field trip, have each child make a picture of one of the workers he saw, showing what the worker is doing. Tell about the pictures.

MATERIALS 5

Field trip to a dairy

ACTIVITY 6 Suggested Subject Area: Music

Sing: "The Milkman" (page 18) and "The Dairy" (page 34) Sing a Song.

"I Like to Live on the Farm" (page 114) This Is Music, 2

MATERIALS 6

Texts:
Sing a Song, Prentice Hall
This Is Music, 2 Allyn and Bacon

ACTIVITY 7 Suggested Subject Area: Social Studies

Make butter. Sample butter on crackers.

MATERIALS 7

Churns or quart jars with lids
cream
salt
crackers

ACTIVITY 8 Suggested Subject Area: Health

Show and discuss the film: "Milk and Milk Foods" MP 5093 IMC

MATERIALS 8

Film:
"Milk and Milk Foods"
-- 5093 IMC

ACTIVITY 9 Suggested Subject Area: Reading

Place pictures #7 Cows, and #12 Feeding Calves on the bulletin board. A Teacher's Resource Unit accompanies each picture. Use as many of the suggestions as you feel are worthwhile.

MATERIALS 9

Teaching Pictures:
A Trip to a Farm
--Troll Associates (CA Center)

RESOURCE PEOPLE

Cake Decorator

FIELD TRIPS

FILMS

FILMSTRIPS

*"The Story of Bread"
--How We Get Our Foods, SVE (CA Center)

BOOKS

SUPPLIES

Cake mixes - 1 per 12 students
Muffin tins
Cupcake cups
Shortening
Eggs - 2 per mix
*Measuring cups
*spoons
*Mixing Bowls
Frosting mixes
Cans of decorating frosting
Colored sugars

*Teaching Pictures:
A Trip to a Farm
Wheat

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Discuss bakery products. Make a list. How do we get bakery products?
Show and discuss filmstrip "The Story of Bread".

MATERIALS 1

Filmstrip:
"The Story of Bread"
--How We Get Our Foods, SVE

ACTIVITY 2 Suggested Subject Area: Social Studies, Language

Talk about the baking process.
"Have you ever helped bake a cake?"
"What does your mother (sister) do when she bakes a cake?"
"Can we write some directions for making a cake?"

Work out the directions together. Teacher can put on a chart for use in next activity.
What will we need to make a cake?
Make list of equipment and materials.

MATERIALS 2

ACTIVITY 3 Suggested Subject Area: Social Studies

Divide children into small groups. Give each necessary equipment and ingredients to make cupcakes. (Have stations set up ahead of time, or designate a leader to get needed items.)

Mix up cakes, put in cupcake papers and bake in school ovens or large electric roasters. Let cool, wrap in foil to decorate tomorrow.

Suggestions:

1. If 5th or 6th graders are available as helpers, one per group. This would make the process easier, but helpers will need some guidance on how to help without dominating the situation.
2. Groups of 6 each with ½ cake mix, 12 cupcake liners.
3. Each child fills 2 cupcake cups -- will frost and decorate these later.

MATERIALS 3

cake mixes
eggs
shortening
muffin tins
cupcake cups
measuring cups
measuring spoons
spoons
bowls

ACTIVITY 4 Suggested Subject Area: Social Studies

Have demonstration of cake decorating by mother or other resource person. After demonstration, mix up frosting, each child frost his own cupcakes, then decorate them.

Eat one cupcake, take the other home.

Optional: Write stories about baking cakes.

MATERIALS 4

Resource Person:
Cake Decorator

Supplies:
frosting mixes
cans of decorating frosting
colored sugars
bowls
spoons

ACTIVITY 5 Suggested Subject Area: Art, Social Studies

Optional: If 5th grade has made their tour of the bakery, invite them in to help make pictures of bread from wheat to table, showing workers who help families have baked goods.

MATERIALS 5

Paper
Crayons

5th Graders as helpers

ACTIVITY 6 Suggested Subject Area: Reading

Option 1: Plan a bakery for the community. Build and place it.

Option 2: Place picture #2 Wheat on the bulletin board. With this picture is a Teacher's Resource Unit with many excellent ideas. Use as many of these suggestions as you find worthwhile.

MATERIALS 6

Teaching Pictures:
A Trip to a Farm
--Troll Assoc. (CA Center)

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Story of Citrus Fruits" MP 1158 IMC

FILMSTRIPS

* "The Story of Fruits and Vegetables"
  --How We Get Our Foods, SVE

* "Food From the Country"
  --Taylor AV

BOOKS

*I Want to Be an Orange Grower
--Children's Press

Texts: Music Round the Town, Follett
This Is Music, Allyn and Bacon

Favorite Poems Old and New, Doubleday
(School Library)

SUPPLIES

lima beans
a variety of seeds
magnifying glasses - 1 per group
bean seeds
radish seeds
corn seeds
melon seeds
milk cartons
soil
math worksheet (teacher made)
poem "Vegetables"

*Teaching Pictures:
A Trip to a Farm
Going to Market
Oranges

*CA Center Furnishes

2.4 MODELS WHO FEED US - Produce

GRADE 2

ACTIVITY 1 Suggested Subject Area: Social Studies

Discuss: "Where do we get our fruits and vegetables?" Try to complete a chain from farm to home.

Discuss: "How does the farmer get fruits and vegetables?" "What are seeds?" Ask children to name as many seeds as they can. Bring seeds for a class collection.

Show the filmstrip "Food From the Country". Discuss with the children.

MATERIALS 1

Filmstrip:
"Food From the Country"
--Taylor AV (CA Center)

ACTIVITY 2 Suggested Subject Area: Science

Take all seeds brought by children and teacher and put in a big jar. Divide children into small groups. Give each group a handful of seeds. Try to identify as many as they can.

Talk about seeds. How do they grow? What do they need?

Give each group some soaked lima bean seeds and a magnifying glass. Examine the seed and report to the class if time. Look at other seeds which have been soaked.

MATERIALS 2

Many kinds of seeds

Seeds which have been soaked
(lima beans, peas, corn)
magnifying glass - 1 per group

ACTIVITY 3 Suggested Subject Area: Science

Divide children into groups.

Group 1: Plant lima bean seeds in jars or glasses between paper towel and jar. (Discovering Science, Page 153)

Group 2: Plant radish seeds in milk cartons.

Group 3: Plant corn seeds in milk cartons.

Group 4: Plant melon seeds in milk cartons.

Each group make a chart to record their gardening. Check plants each day. Record what is happening. Water gently each day.

MATERIALS 3

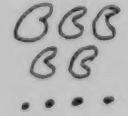
Text:
Discovering Science

bean seeds
radish seeds
corn seeds
melon seeds
milk cartons
soil

ACTIVITY 4 Suggested Subject Area: Math

Do a math lesson related to seeds to practice adding and subtracting.
Sample problems:
1. Bill planted 8 corn seeds. 4 grew. How many did not grow?

2. How many pea seeds?

3. 
How many bean seeds?
How many radish seeds?
How many seeds in all?

Might use seeds children brought previously as manipulative aids for adding and subtracting, making sets, etc.

MATERIALS 4

Teacher-made worksheet

Seeds brought previously, if desired

ACTIVITY 5 Suggested Subject Area: Social Studies

Talk about the work of the farmer, then show the filmstrip "The Story of Fruits and Vegetables". Discuss the filmstrip with the children.

MATERIALS 5

Filmatrip:
"The Story of Fruits and Vegetables"
--How We Get Our Foods, SVE (CA Center)

ACTIVITY 6 Suggested Subject Area: Music

Sing "The Farmer" found in Music Round the Town (page 106) Do actions. Try other farm products besides barley and wheat.

Sing "I Like to Live on a Farm" found in This Is Music (page 114), also "The Little Farmer", (page 117) and "A Customer" (page 127)

MATERIALS 6

Texts:
Music Round the Town, Follett
This Is Music, Allyn and Bacon

ACTIVITY 7 Suggested Subject Area: Social Studies

Show and discuss film "Story of Citrus Fruit", MP 1158 IMC.

MATERIALS 7

Film:
"Story of Citrus Fruit"
--MP 1158 IMC

ACTIVITY 8 Suggested Subject Area: Reading, Language

Read to the children I Want to Be an Orange Grower. Also read poem "Vegetables". Discuss each.

Write stories about the farmer. Make a picture of the farmer working.

Vegetables
by Eleanor Farjeon

The country vegetables scorn
To lie about in shops,
They stand upright as they were born
In neatly-patterned crops;

And when you want your dinner you
Don't buy it from a shelf,
You find a lettuce fresh with dew
And pull it for yourself;

You pick an apronful of peas
And shell them on the spot.
You cut a cabbage, if you please,
To pop into the pot.

The folk who their potatoes buy
From sacks before they sup,
Miss half of the potato's joy,
And that's to dig it up.

MATERIALS 8

Books:
I Want to Be an Orange Grower
--Children's Press

Favorite Poems Old and New
--Doubleday

ACTIVITY 9 Suggested Subject Area: Art, Reading

Option 1: Plan where the farm would go in the community. What should the farmer grow? How will the farmer get food to market? Build or arrange the farm in the community.

Option 2: Place the pictures #3 Oranges and #4 Going to Market on the bulletin board. With these pictures are resource units with many excellent ideas. Use as many of these as you find worthwhile.

MATERIALS 9

Teaching Pictures:
"A Trip to a Farm", Troll Assoc.
Oranges
Going to Market

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Animals are Different and Alike" MP 1323 IMC

FILMSTRIPS

* "The Story of Meat"
  --How We Get Our Foods, SVE
* "Rockland, Maine, Coastal Community", SVE
  (CA Center)

BOOKS

Text: This Is Music, 3 , Allyn and Bacon

SUPPLIES

fertilized chicken eggs
incubator

Cassette recording:
"The Cowboy's Life"
"Whoopee TiYiYo, Git Along Little Dogies"

Recordings of Cowboy songs

* Teaching Pictures:
  A Trip to a Farm
  Sheep
  Pigs
  Chickens

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Science

Get fertilized chicken eggs and an incubator and watch chicks hatch. Make a chart to record data each day. (This normally takes about 21 days.)

MATERIALS 1

Fertilized chicken eggs
Incubator

ACTIVITY 2 Suggested Subject Area: Art

Make a picture of an animal that gives us meat. Discuss pictures.
Introduce terms: pork - ham
beef
lamb - mutton
shellfish
poultry

MATERIALS 2

paper
crayons

ACTIVITY 3 Suggested Subject Area: Social Studies

Show and discuss filmstrip "The Story of Meat".

MATERIALS 3

Filmstrip:
"The Story of Meat"
--How We Get Our Foods, SVE
(CA Center)

ACTIVITY 4 Suggested Subject Area: Reading

Divide children into groups to do one of the following activities:

1. Get poem, "Cowboy Song" (p. 22, Ranches and Rainbows) ready to read to the class aloud.
2. Read story "The Twin Calves" (p. 23, Ranches and Rainbows)
3. Read book I Want to Be a Cowboy.
4. Read book I Want to Be a Fisherman.
5. Read story, "Fisherman Fred" (p. 60, Ranches and Rainbows).
6. Listen to poem, "The Cowboy's Life" (p. 37 Time for Poetry, Scott Foresman) on cassette recorder. Also "Whoopie TiYiYo, Git Along Little Dogies" (p. 40, Time for Poetry.)

Have each group share with another group what they learned about how we get meat.

MATERIALS 4

Books:
Ranches and Rainbows, Ginn (text

I Want to Be a Cowboy
I Want to Be a Fisherman
--Children's Press

Cassette Recording:
"The Cowboy's Life"
"Whoopie TiYiYo, Git Along Little Dogies"

ACTIVITY 5 Suggested Subject Area: Social Studies

Show filmstrip "Rockland, Maine, Coastal Community" from Working in U.S. Communities, SVE Frames 1 - 32.

Discuss how we get our meat and meat products. Compare with fishing and processing fish.

MATERIALS 5

Filmstrip:
"Rockland, Maine, Coastal Community", SVE
(CA Center)

ACTIVITY 6 Suggested Subject Area: Music

Sing cowboy songs. "I Live in Montana" (p. 21) and "Way Out West" (p. 16)
Listen to popular recordings of cowboy songs.

MATERIALS 6

Text:
This Is Music, 3 , Allyn and Bacon

Many cowboy records from IMC

ACTIVITY 7 Suggested Subject Area: Social Studies

1. Discuss workers who help us get meat products from ranch or sea.
2. Play "Who Am I?". Each student think of a worker who helps bring meat products to our families. Make up a riddle about that worker and share it with the class.

MATERIALS 7

ACTIVITY 8 Suggested Subject Area: Science

Show and discuss film "Animals are Different and Alike".

MATERIALS 8

Film:
"Animals Are Different and Alike"
--MP 1323 IMC

ACTIVITY 9 Suggested Subject Area: Art, Reading

Option 1: Add meat producing animals to the farm in the community project.

Option 2: Display pictures #8 Chickens, #9 Pigs, and #10 Sheep. Each picture has a Teacher's Resource Unit with it containing many good ideas. Use as many as you find worthwhile

MATERIALS 9

chickens, cows, sheep, pigs

These can either be made from plastic, or made by the children from tagboard, clay, etc.

Teaching Pictures:
A Trip to a Farm, Troll Assoc.
#8 Chickens
#9 Pigs
#10 Sheep

RESOURCE PEOPLE

Parent Helpers
(for field trip)

FIELD TRIPS

To a Supermarket

FILMS

"Farm Family in Autumn" MP 5237 IMC
"Farmer Don and the City" MP 1065 IMC
"Foods Around the World" MP 1275 IMC

FILMSTRIPS

BOOKS

*Songs for the Flannelboard, Farm

Texts:
Music Round the Town, Follett
This Is Music, 2 , Allyn and Bacon

SUPPLIES

Cards with suggestions for questions to discuss at supermarket

1 supermarket ad for each group
Prepared ditto

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Visit a supermarket to see how food is distributed. Try to visit when supplies are unloading.

Pay special attention to each section: Produce, meat, bakery, dairy. Small groups would facilitate discussion in each department. Parent helpers if possible could accompany small groups of children asking questions about the following:

1. Where does the meat (milk, etc.) come from?
2. Where and how has it been changed?
3. Why is milk kept cold?
4. Can you see any unfamiliar foods?

MATERIALS 1

Field trip to supermarket

Resource People:
Parent Helpers

Cards with suggestions for questions to discuss at supermarket.

ACTIVITY 2 Suggested Subject Area: Math

Give each group of four children a supermarket ad and a list of foods to buy. Children can find prices and write them down.

Simple math problems such as the following could be used:

1. How much does one dozen eggs and one package of potato chips cost?
2. Which costs more, _____ or _____?
3. How much more does _____ cost than _____?

MATERIALS 2

1 supermarket ad for each group
Prepared ditto of math problems

ACTIVITY 3 Suggested Subject Area: Music

Sing "At the Little Corner Store" (page 19) and read poem "General Store" (page 18) of Music Round the Town. Sing "Supermarket" (p. 98) This Is Music.
Or:
Sing the songs from the set Songs for the Flannelboard. This packet includes a record, flannelboard pictures, song sheets and suggestions. Use as many of these as you feel are appropriate.

MATERIALS 3

Texts:
Music Round the Town, Follett
This Is Music, 2 Allyn & Bacon

Songs for the Flannelboard, Farm (Packet) (CA Center)

ACTIVITY 4 Suggested Subject Area: Social Studies

Use cards with pictures of foods from Overview Activity. Distribute to children. Ask each to name his food, tell what group it belongs to, and name three workers who help get it to the family table.

MATERIALS 4

Cards with picture of food on each. (from Overview Activity)

ACTIVITY 5 Suggested Subject Area: Social Studies

Show and discuss one or more of the following films:

"Farm Family in Autumn" MP 5237 IMC
"Farmer Don and the City" MP 1065 IMC
"Foods Around the World" MP 1275 IMC

MATERIALS 5

Films:
"Farm Family in Autumn" MP 5237 IMC
"Farmer Don and the City" MP 1065 IMC
"Foods Around the World" MP 1275 IMC

CONCEPTS (All Unit)

Children should gain an appreciation of the difficult role played by those those who serve as protectors in our society. Children need to understand that protection is necessary to insure that all citizens have an equal opportunity in their communities for an orderly existence. Our systems for protection in this country have played an important role in shaping our country and the world. Cities have many problems which require some type of planned protection. Protection is a broad field which offers many occupations for work.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Children will be able to describe three people in our community who protect us.

   A. Test Description: Role-playing people in our community who protect us.
   Teacher Directions: Ask students to act out the roles of three (3) people in our community who protect us. (Be sure to give all students an opportunity to participate).

   B. Test Description: Draw-a-picture illustration of people in our community who protect us.
   Teacher Directions: Give each student three (3) pieces of blank paper and crayons. Ask them to draw three (3) pictures of people in our community who protect us.

   C. Test Description: Written Test
   Teacher Directions: Ask each student to list on a piece of paper three (3) people in our community who protect us.

2. In individual conferences with each child, the teacher will ask: (a) What do lawyers do?
   (b) What do judges do?
   (c) Why do we need lawyers and judges?

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, ask each student the following questions: (a) What do lawyers do? (b) What do judges do? (c) Why do we need to have lawyers & judges?

   B. Test Description: Role-playing a mock courtroom situation.
   Teacher Directions: Refer to activity #4

CONCEPTS (All Unit)

Children should gain an appreciation of the difficult role played by those who serve as protectors in our society. Children need to understand that protection is necessary to insure that all citizens have an equal opportunity in their communities for an orderly existence. Our systems for protection in this country have played an important role in shaping our country and the world. Cities have many problems which require some type of planned protection. Protection is a broad field which offers many occupations for work.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. The students will be able to describe three different occupations within the police protection field.

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, ask each student to describe three (3) different occupations within the police protection field.

   B. Test Description: Role-playing jobs within the police protection field.
   Teacher Directions: Refer to activity #9. (Be sure to give all students an opportunity to participate)

4. Upon completion of this unit the students will be able to describe four different workers in fire protection

   A. Test Description: Oral test
   Teacher Description: In individual conferences with each child, ask each student to name four (4) different workers in fire protection.

   B. Test Description: Role-playing jobs within the fire protection field.
   Teacher Directions: Refer to activity #13. (Be sure to give all students an opportunity to participate)

5. Students will be able to orally identify at least four members of the different service branches by looking at pictures of these people in uniform.

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, ask them to identify one member from each of the four (4) different service branches by looking at pictures of these people in uniform.

ACTIVITY 1 Suggested Subject Area: Language Arts

Introductory Activity for the complete unit on Models Who Protect Us

1. Introduce with a class discussion on "What kind of people protect us?" This could be anything from life guards to the military. After students have given their ideas, narrow the discussion down to policemen, firemen, judicial and military.

2. Use a chart sheet for each of these four occupations. A picture of each person (fireman, policeman, soldier, judge) are on the sheet and the rest is blank to be filled in by the end of the unit. Note: Use female models as well as male models.

3. Play a matching game. Some of these people wear special hats or use special equipment. Have cutouts of these and let children match hat or equipment with correct profession. (Equipment could include badge for policeman, gavel for judge, etc.)

MATERIALS 1

Large sheet of paper with names policeman, fireman, soldier, sailor, lawyer, judge, printed on it. (one for each child)

Pictures of hats or objects relating to these people for children to cut out and paste on the sheet next to the correct name.

2.5 MODELS WHO PROTECT US - Police

GRADE 2

RESOURCE PEOPLE

Policeman
Metermaid

FIELD TRIPS

Police Department
and Fire Department
(one trip)

FILMS

"Policeman and His Job", IMC MP 5320-P
"Cities and Protection", MP 1276 IMC

FILMSTRIPS

*"The Policeman", Taylor AV (CA Center)

"Police Man" 503 IMC
"Policeman" T-O-F 746 FS 6 IMC

BOOKS

*I Want to Be a Policeman, Children's Press (CA Center)

Text: Discovering Music, American Book Co.

SUPPLIES

Butcher paper
Crayons
Scissors
Stars

Poster:
The Policeman - Community Helpers Set I

Record:
"Let's Be Policemen" (IMC)

*CA Center Furnishes

2.5 MODELS WHO PROTECT US - Introduction

GRADE 2

ACTIVITY 1 Suggested Subject Area: Language Arts

Introductory Activity for the complete unit on Models Who Protect Us

1. Introduce with a class discussion on "What kind of people protect us?" This could be anything from life guards to the military. After students have given their ideas, narrow the discussion down to policemen, firemen, judicial and military.

2. Use a chart sheet for each of these four occupations. A picture of each person (fireman, policeman, soldier, judge) are on the sheet and the rest is blank to be filled in by the end of the unit. Note: Use female models as well as male models.

3. Play a matching game. Some of these people wear special hats or use special equipment. Have cutouts of these and let children match hat or equipment with correct profession. (Equipment could include badge for policeman, gavel for judge, etc.)

MATERIALS 1

Large sheet of paper with names policeman, fireman, soldier, sailor, lawyer, judge, printed on it. (one for each child)

Pictures of hats or objects relating to these people for children to cut out and paste on the sheet next to the correct name.

RESOURCE PEOPLE

Policeman
Metermaid

FIELD TRIPS

Police Department
and Fire Department
(one trip)

FILMS

"Policeman and His Job", IMC MP 5320-P
"Cities and Protection", MP 1276 IMC

FILMSTRIPS

*"The Policeman", Taylor AV (CA Center)

"Police Man" 503 IMC
"Policeman" T-O-F 746 FS 6 IMC

BOOKS

*I Want to Be a Policeman, Children's Press (CA Center)

Text: Discovering Music, American Book Co.

SUPPLIES

Butcher paper
Crayons
Scissors
Stars

Poster:
The Policeman - Community Helpers Set 1

Record:
"Let's Be Policemen" (IMC)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies, Reading

Place poster "The Policeman" on bulletin board. Introduce the unit of Police Protection by asking children to name all the different types of people who protect us. After this is done have them place these into four different groups. Police, military, fire, judicial.

Explain that for the next few days we will be studying about one of these groups, the police. Read story I Want to Be a Policeman. Have class read story "The Big Button" found in On Cherry Street.

Have students make stars or badges. Decide what area they protect. Be prepared to tell tomorrow. Also discuss what types of responsibilities go along with the star or badge. Discuss how we should respect the people who wear the badges.

MATERIALS 1

Poster: The Policeman
--Community Helpers, Set 1
(CA Center)
Books:
I Want to Be a Policeman
--Children's Press (CA Center)
Text:
On Cherry Street, Ginn

ACTIVITY 2 Suggested Subject Area: Social Studies

Have children tell where they protect. (From yesterday's activity.) Show filmstrip "The Policeman". Go over the questions with the filmstrip. Answer any questions the children might have.

Discuss how police need to gather clues in their work. Facts are the basis of their organization.

MATERIALS 2

Filmstrip:
"The Policeman", Taylor AV
(CA Center)

ACTIVITY 3 Suggested Subject Area: Social Studies, Art

Show and discuss filmstrips "Police Man" and "Policeman".

Hand out picture of only a police hat. Have children draw what goes beneath.

MATERIALS 3

Filmstrips:
"Police Man", 503 IMC
"Policeman", T-O-F 746 FS 6

Pictures of police hats

2.5 MODELS WHO PROTECT US - Police

ACTIVITY 4

Suggested Subject Area: Math, Language Arts

Discuss the different jobs there are within the police department. Have a chart ready. Place all the jobs on the chart as they are named. Group them.

Choose five different students to role-play one of these jobs. (Patrolman, metermaid, traffic officer, etc.) Have class decide which one of these they would like to be.

MATERIALS 4

Chart for writing jobs within police department

ACTIVITY 5

Suggested Subject Area: Music, Art

Give each child a piece of butcher paper. Have a partner and take turns tracing out the body. Each student will color himself as one of the people named on the chart in Activity 4.

Sing "Traffic Lights" (page 77)

MATERIALS 5

Butcher paper
Crayons
Scissors

Text: Discovering Music, ABC

ACTIVITY 6

Suggested Subject Area: Social Studies, Music

Play record "Let's Be a Policeman". Discuss.

MATERIALS 6

Record:
"Let's Be a Policeman", IMC

ACTIVITY 7 Suggested Subject Area: Social Studies

Have a Metermaid and a Policeman visit the classroom. Have them explain what they do. Allow children to ask questions. (If it seems to fit in discuss some other jobs in police work, such as clerks for typing reports and filing.)

Try to have police take fingerprints of all the students.

MATERIALS 7

Resource People:
Policeman
Metermaid

ACTIVITY 8 Suggested Subject Area: Social Studies

Show and discuss one of the films: "Policeman and His Job" or "Cities and Protection".

MATERIALS 8

Films: (Order from IMC)
"Policeman and His Job", MP 5320-P
"Cities and Protection", MP 1276

ACTIVITY 9 Suggested Subject Area: Art

Build Police Department for the model community. Discuss where it should be placed. Emphasize that it should be in town, not too far from main business area. Explain that all protective agents are always near populated areas.

MATERIALS 9

Blocks, milk cartons, etc.

ACTIVITY 10 Suggested Subject Area: Social Studies

Take a field trip to the Police Station and the Fire Department.
Review for field trip from appendix of this book.

MATERIALS 10

Field trip to Police Station and Fire Department

2.5 MODELS WHO PROTECT US — Judicial System

GRADE 2

RESOURCE PEOPLE

Lawyer
(Parent if possible)

FILMS

"School Safety Patrol" MP 5122 IMC
"Beginning Responsibilities: Rules At School" MP 1020, IMC

SUPPLIES

Map of Boise, showing precincts
Large cardboard box
Dittoed ballots

FILMSTRIPS

"Community Helpers", #524, IMC
"Community Life", #535, IMC
"Learning About Community Services", #2089, IMC
"Judicial Branch", #166, IMC

FIELD TRIPS

BOOKS

Text: You and Others, Lyons and Carnahan

About People Who Run Your City by
Shirlee Newman and Diane Sherman
(School Library)

2.5 MODELS WHO PROTECT US - Judicial System

GRADE 2

ACTIVITY 1

Suggested Subject Area: Language Arts

Using class meeting techniques with children in a circle, discuss the following questions:

"Why do we have laws?" (This should bring in all facets.)
"What is a law?"
"Who makes them?"
"Can you think of some laws?"
"What happens when people break laws?"
"Can we change laws?" "How?"

etc.

MATERIALS 1

Books for Teacher Resource:
Text: You and Others,
Lyons and Carnahan

School Library:
About People Who Run Your City
by Shirlee Newman and Diane Sherman

ACTIVITY 2

Suggested Subject Area: Social Studies

Show and discuss one or more of the following filmstrips:
"Community Helpers", #524, IMC
"Community Life", #535, IMC
"Learning About Community Services", #2089, IMC
"Judicial Branch", #166, IMC

MATERIALS

Filmstrips: (All IMC)
"Community Helpers", #524
"Community Life", #535
"Learning About Community Services" #2089
"Judicial Branch", #166

ACTIVITY 3 Suggested Subject Area: Social Studies

Invite a lawyer to visit the classroom. Perhaps this would work best if a lawyer with small children of his own were available. Better yet if he were the father of one of the students in the class.

The teacher and children can talk generally about the court system and lawyers and how lawyers fit into the court system beforehand, then the resource person can be more specific. He can talk about his work, different kinds of lawyers, his training, kinds of people he helps, how he helps, etc.

Prepare for guest speaker by reading over materials in appendix of this book.

MATERIALS 3

Resource Person:
Lawyer

ACTIVITY 4 Suggested Subject Area: Language Arts

Discuss courtroom procedure. Roleplay a courtroom. Let the children volunteer to be judge, jury, lawyers, defendant and set up a mock courtroom situation.

Perhaps the children who don't take an active part in the role-playing could be the jury and decide whether the defendant is guilty or not.

After playing, discuss what went on. If interest is high, give others in class opportunity to take some of the roles.

MATERIALS 4

ACTIVITY 5 Suggested Subject Area: Geography

Using a map of Boise, show how city is divided up into areas called "precincts" for voting purposes. Explain how these are special neighborhoods within which people vote for their law makers and enforcers.

Explain the entire country is set up this way and that people vote in the polling place for their precinct. These polling places are usually in schools, churches, halls, etc. If desired children could find out what precinct they live in on the map.

A polling booth can be set up in the room, ballots can be made and the children vote on an issue or candidates. This could be an issue pertaining to the room, the school, or the neighborhood. The candidates could be for room officers, etc.

MATERIALS 5

Map of city divided into precincts
Large cardboard box with curtain for voting booth
Printed ballots

ACTIVITY 6 Suggested Subject Area: Social Studies

Show and discuss one or both of the films:
"School Safety Patrol" MP 5122 IMC
"Beginning Responsibility - Rules at School" MP 1020 IMC

MATERIALS 6

Films:
"School Safety Patrol" MP 5122 IMC
"Beginning Responsibility - Rules at School" MP 1020 IMC

RESOURCE PEOPLE

Fireman (parent if possible)

Boise Interagency Fire Center Personnel (Forest Fire Protection)

FIELD TRIPS

FILMS

"A Day With Fireman Bill", MP 1043 PE, IMC
"Fireman - On Guard", MP 1312 IMC

FILMSTRIPS

*"Fire Department Workers", SVE (CA Center)
** "I'm No Fool With Fire", 1629 IMC
** "Flashy the Fire Bug", 1646 IMC
"Fire Prevention at Home", 1647 IMC
"Fire - Friend or Foe?", 1664 IMC
"Fire Fighting in America", 1669 IMC
"Fire Department", 747, IMC
"Fireman", 501 IMC
"Fireman at Work", 504 IMC
~~"Your Fire Department", 2403 IMC~~

BOOKS

*I Want to Be a Fireman, Children's Press (CA Center)
Text: Our Language Today, American Book Co.

Smokey the Bear (School Library)

SUPPLIES

small cans
baking soda
borrowed fire fighting implements (pick axe, extinguishers, etc.)

vocabulary games
word cards
posters
informal puzzles

*CA Center Furnishes
**IMC filmstrips which are first choice, but if not available substitute others listed.

ACTIVITY 1 Suggested Subject Area: Social Studies

Show the filmstrip "Fire Department Workers". Follow the suggestions in the teacher's guide in regard to discussion questions.

Role-playing: Let individual children imitate one of various occupations depicted in the filmstrip. Others try to identify the particular branch of fire prevention or protection depicted.

MATERIALS 1

Filmstrip and Guide:
"Fire Department Workers", SVE
(CA Center)

ACTIVITY 2 Suggested Subject Area: Music, Social Studies

(Every year pamphlets and memberships are available to each student on Junior Fire Marshall studies of home fire prevention and protection. These usually are available for Fire Prevention Week in October.)

Tell or read the story of the Great Chicago Fire to the children from the Junior Fire Marshall packet. Discuss the need for city fire protection. Talk about how we have better organized fire protection today.

Show the 11 minute color film "A Day With Fireman Bill". Discuss.

Sing "Fire, Mr. Fireman" (page 29)

MATERIALS 2

Posters on Fire Protection and Prevention for display

Junior Fire Marshall Packet

Film:
"A Day With Fireman Bill"
--MP 1043 PE, IMC

Text: Discovering Music, ABC

ACTIVITY 3 Suggested Subject Area: Social Studies, Art

Have a resource fireman come in uniform and speak with the children. Try to use a parent or someone from local district. Be sure children have time to ask questions. Before the visit the class might decide on some questions to ask. (Review for Guest Speaker from appendix of this book.)

Have as many library books as possible about fire and firemen on display. Leave these out all week for extra time reading.

If possible have on display pick axe, mask and any other implements available that are used in fire fighting.

After fireman's visit, have each child draw a picture of his impressions of a fireman's job.

MATERIALS 3

Resource person:
Fireman

Books:
As many library books as possible on fire and firemen

For Display:
As many different fire fighting implements as possible

Paper
Crayons

ACTIVITY 4 Suggested Subject Area: Reading, Language, Spelling

Read story "Old Five Five Five" on page 1 of Our Language Today. Do vocabulary exercise on page 6 of Our Language Today.

MATERIALS 4

Text: Our Language Today, ABC

Ditto charts of ladder on Page 6.

ACTIVITY 5 Suggested Subject Area: Reading

Read I Want to Be a Fireman to children.

MATERIALS 5

Book:
I Want to Be a Fireman
--Children's Press (CA Center)

ACTIVITY 6 Suggested Subject Area: Science, Language

Make small sample "kitchen" fire extinguishers to take home. Discuss how these might be used. (Sudden flame on stove burner or oven from spilled grease, etc.)

Have children write note to parents to accompany the fire extinguishers they are taking home.

Show animated filmstrips: "I'm No Fool With Fire" and "Flashy the Firebug". (If these are not available have one or two of the others suggested on materials sheet.)

MATERIALS 6

Filmstrips:
"I'm No Fool With Fire", 1629 IMC
"Flashy the Firebug", 1646 IMC

Small cans
Baking soda

ACTIVITY 7 Suggested Subject Area: Social Studies

Show film "Fireman - On Guard" Discuss.

MATERIALS 7

Film:
"Fireman-On Guard" MP 1312 IMC

ACTIVITY 8 Suggested Subject Area: Reading, Music, Social Studies

Other kinds of firemen. Finish poster on Fireman Chart. List things we have learned about firemen.

Have a resource person from U. S. Forest Service. Personnel from Boise Interagency Fire Center is suggested.

Read story "The Flying Fireman" from Around the Corner, page 110. Children can read this silently, possibly followed by oral reading. Have question and answer discussion period.

Sing song "Smokey Bear".

MATERIALS 8

Fireman Chart from previous Activity.

Resource Person:
From U.S. Forest Service

Text:
Around the Corner, Ginn and Co.

RESOURCE PEOPLE

Military Personnel

FIELD TRIPS

Air National Guard Installation

FILMS

"Helpers in Our Community", MP 1089 IMC
(11 min. color)

FILMSTRIPS

"Memorial Day", 882, IMC

BOOKS

*What Will I Be from A to Z (Poem page 20)
--National Dairy Council (CA Center)

Texts: This Is Music, Allyn and Bacon
Discovering Music, American Book Co.

Library Books:
Strategic Air Command, by C.B. Colby
The Real Book About Our Armed Forces, by Clayton and Knight
We Are the Government, by Mary Eltirig

SUPPLIES

shoe boxes
glue
paint
construction paper
crayons

Records from IMC:
Marching Activities - Band Music
"Military Band", 13
"Washington Post March", 5
"Stars and Stripes Forever", 7
John Philip Souza record

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

Discussion: Police are protecting our city, but who is protecting our country? Use U. S. Map. What is the purpose of the military? Why do we need it? Why do they protect us? How do they protect us?

Show posters of various men and women in uniform. Have children identify service. Tell about family members or relatives who have been in the military. Bring pictures if possible.

Show posters of soldiers of long ago. Point out uniform changes. Why did they dress that way? Why do they dress different now? What are some items from old uniforms that are still in use today? Why? (e.g. bell-bottom pants - Navy)

Have chart for vocabulary words. Add new words as they come up each day.

MATERIALS 1

Chart for vocabulary words

Current military posters
Pictures of military personnel of long ago.

Reference books for unit:
The Real Book About Our Armed Forces by Clayton and King (page 23)

Strategic Air Command
by C. B. Colby (p. 358, 413)

We Are the Government
by Mary Etting

ACTIVITY 2 Suggested Subject Area: Music

Play the following military songs without announcing the titles. Have children identify the song with the service.

1. "Anchors Away" --Navy
2. "Marine Hymn" --Marine Corps
3. "Wild Blue Yonder" --Air Force
4. "When the Cassions Go Rolling Along" --Army

Listen to the music of John Philip Souza. Show film if available, or at least discuss life and importance to world as march king.

Have children march around the room in time to various marches.

MATERIALS 2

Records from school or IMC.

Vocabulary chart from previous Activity

Book about Souza (if available)

ACTIVITY 3 Suggested Subject Area: Music, P.E.

Teach children a simple marching drill on playground. May be done to music if desired. Invite other second grades to see. This activity may take more than one day.

MATERIALS 3

Record to march to

ACTIVITY 4 Suggested Subject Area: Language Arts, Art

Look through newspapers for articles on military. Share.

Have a picture of a military hat run off on duplicating machine. Have children draw a picture of what goes under the hat.

Read poem Soldier.

Soldier

When I am old enough to be
A soldier strong and brave,
My friends will see me on parade,
And as I march, they'll wave.

I'll be a helpful soldier as
Around the world I go.
I'll make my country proud of me.
Good manners I will show.

I want to serve my country well
On land, on sea, in air.
I want to help my country fight
For freedom everywhere.

MATERIALS 4

Vocabulary chart from previous Activity

Newspapers

Dittoed pictures of military hat for each student.

Poem "Soldier" from What Will I Be From A to Z
--National Dairy Council

ACTIVITY 5 Suggested Subject Area: Social Studies, Language Arts

Talk about the holidays Memorial Day and Veterans Day and why we celebrate them. Read some poetry about these days. Hand out mimeographed papers answering questions about these holidays.

Write riddles. Complete simple crossword puzzles.

Show filmstrip "Memorial Day".

MATERIALS 5

Poems about Veterans Day and Memorial Day

Dittoed sheets for students

Filmstrip:
"Memorial Day", 882, IMC

ACTIVITY 6 Suggested Subject Area: Social Studies

Show the film "Helpers In Our Community" (11 min. color)

Stop film at helpers we see in our unit during film. Discuss.
Read parts of book The Real Book About Our Armed Forces.

Build on second grade community continuing project. (Air strip, fire station, police station, courthouse.)

MATERIALS 6

Film:
"Helpers in OUr Community"
--MP 1089 IMC

Book:
The Real Book About Our Armed Forces by Clayton and K.S. Knight

Art materials for building on model community.

ACTIVITY 7 Suggested Subject Area: Social Studies

Take a field trip to the Air National Guard Installation.

Review for field trip from appendix of this book.

MATERIALS 7

Field trip to Air National Guard Installation

2.5 MODELS WHO PROTECT US - Conclusion

GRADE 2

ACTIVITY 1

Suggested Subject Area: Art

Divide students into groups of six or seven. Have each group make a building for the model community representative of their job. (Firemen - fire station; policemen - police station; judicial - court house; military - reserve base or airstrip or building where reserves meet.)

These could be made of shoe boxes, milk cartons, or whatever the teacher prefers that is available.

MATERIALS 1

shoe boxes
milk cartons
construction paper
blocks
etc.

ACTIVITY 2

Suggested Subject Area: Language Arts

Take charts from beginning of unit. (Men and women in uniform)

Have children write the most important thing they have learned about each individual. (Fireman, policeman, judicial, military)

Compare the answers and come to a generalization or conclusion, something like "These people protect us."

MATERIALS 2

Charts from beginning of unit.

CONCEPTS

There are many different occupations necessary in the building trade. The various people in different occupations must work cooperatively when building a house in order to produce a quality product. Many different materials are necessary for building a house.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The students will be able to describe four working occupations necessary for building a home.

   A. Test Description: class meeting
   Teacher Directions: Refer to activity #1.

   B. Test Description: Written test
   Teacher Directions: Give each student a piece of lined paper and a pencil. Ask each student to list four out of the following five occupations necessary to build a home: Plumber, Carpenter, Electrician, Mason, Architect.

   C. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask them to name at least four occupations necessary to build a home.

2. The students will be able to match pictures of five tools for each of the architect, carpenter, plumber electrician, and mason fields with a 75% accuracy.

   A. Test Description: Matching pictures test
   Teacher Directions: In individual conferences with each student, show them 25 pictures of tools, 5 for each of the following fields: Architect, Carpenter, Plumber, Electrician, Mason. Ask them to match the pictures for the appropriate working occupations.

   B. Test Description: Make a scrapbook
   Teacher Directions: Have each student make a scrapbook with several pages for each of the following fields: Architect, Carpenter, Plumber, Electrician, Mason. Give the students old magazines and books that they can look through and cut out pictures of tools to paste on the pages under the appropriate working occupations. Tell the students that they can also bring pictures from home.

CONCEPTS

There are many different occupations necessary in the building trade. The various people in different occupations must work cooperatively when building a house in order to produce a quality product. Many different materials are necessary for building a house.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. The students will be able to identify by circling the word, an architect, carpenter, plumber, electrician and mason when read a description of the work done.

   A. Test Description: Circle-a-word test
   Teacher Directions: Give each student a pencil and a piece of paper with the following words on it: Plumber, Electrician, Architect, Carpenter, Mason. Read to the class a brief description of the work done by the above workers and ask the students to identify the worker by circling one of the words. Read all of the words to the students after giving each of the work descriptions so that they will be sure to recognize the spelling of each worker.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Let's Build a House", MP 1219 IMC
"Building a House", MP 5271 IMC

FILMSTRIPS

BOOKS

Resource Units SRA Families At Work
"23B How Do We Get Our Houses?"
"Mr. Hall, the Businessman" poem page 162
"The Three Businessmen" story page 160

SUPPLIES

2.6 MODELS WHO PROVIDE SHELTER - INTRODUCTION

GRADE 2

ACTIVITY 1

Suggested Subject Area: Social Studies

Prepare a bulletin board, which can be added to during the entire unit, for pictures of tools used in the jobs of this unit.

Ask students to name and talk about workers who build houses. Use 23B "How Do We Get Our Houses?" SRA Families at Work. Do as the directions indicate as a group.

Show either "Let's Build a House" or "Building a House"

MATERIALS 1

23B "How Do We Get Our Houses"
--SRA Resource Unit

Films:
"Let's Build a House", MP 1219 IMC
"Building a House", MP 5271 IMC

ACTIVITY 2

Suggested Subject Area: Reading, Art

To remind the children that the bank, the businessman, and the customers are as important as materials, tools, labor and land, the teacher can read the poem "Mr. Hall, the Businessman" to the class. The class can discuss the meaning of each couplet. Afterwards the children can draw pictures representing the various couplets and label them as follows:

Mr. Hall Borrows Money
Mr. Hall Buys Land
Mr. Hall Buys Wood and Nails
Mr. Hall Buys Hammer and Saws
Mr. Hall Hires Helpers
Mr. Hall Builds Houses
Mr. Hall Needs Customers

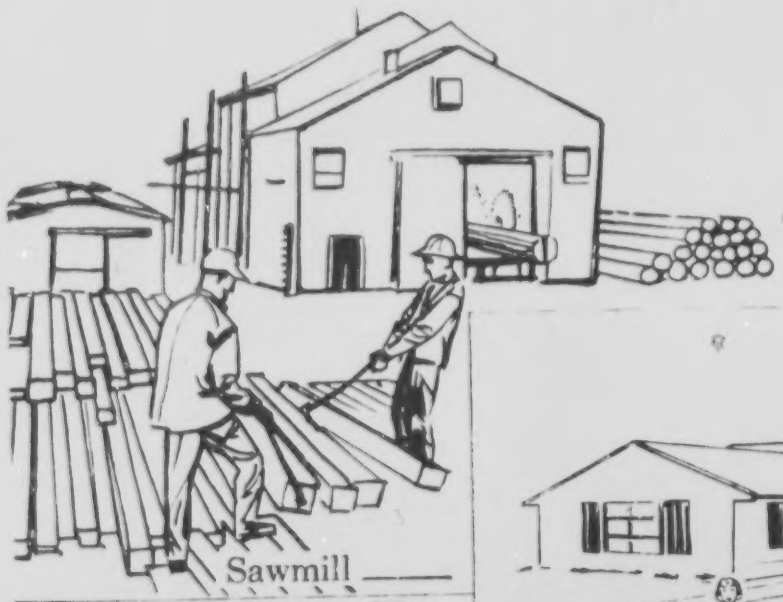
Show each sequence of pictures to go with these areas.

MATERIALS 2

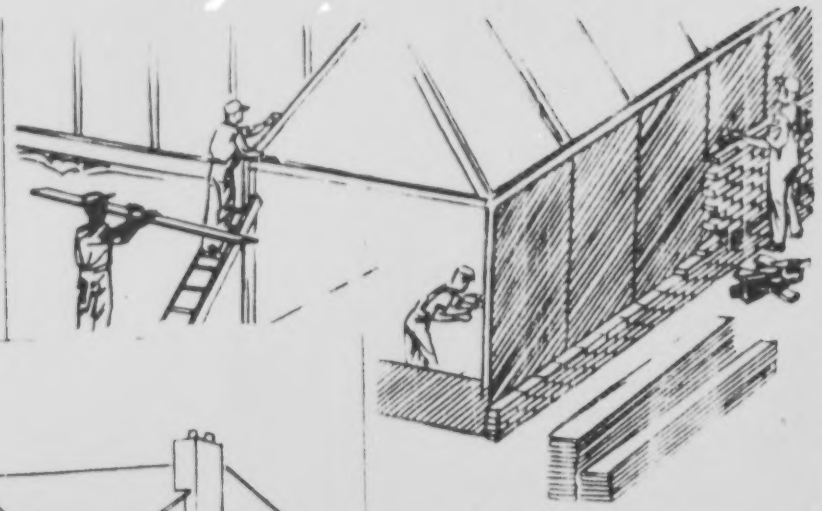
Poem:
"Mr. Hall, the Businessman"
Our Working World: Families At Work
--SRA Resource Unit (p. 162)

Pictures: Lesson 23 pictures with this unit.

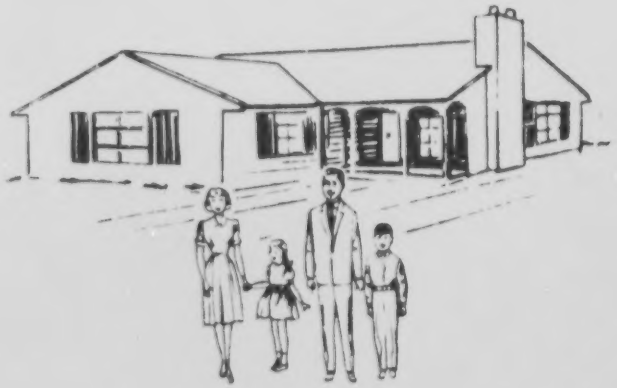
23B: How Do We Get Our Houses?



Sawmill

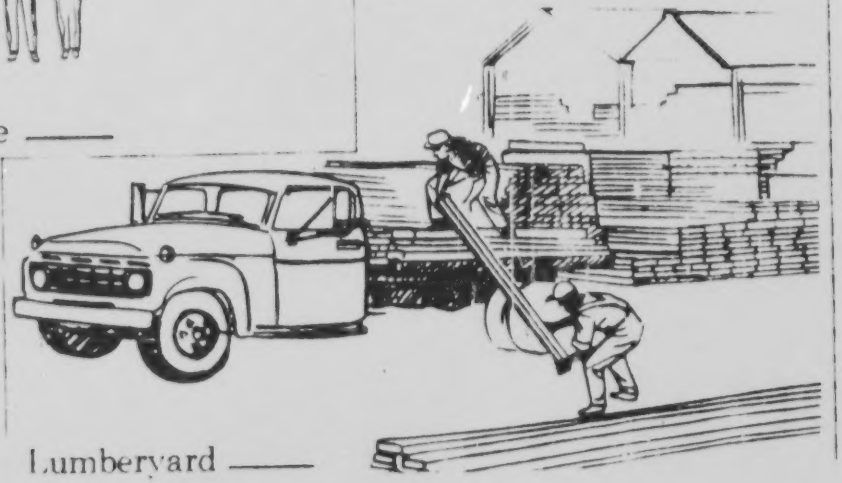


Building Place

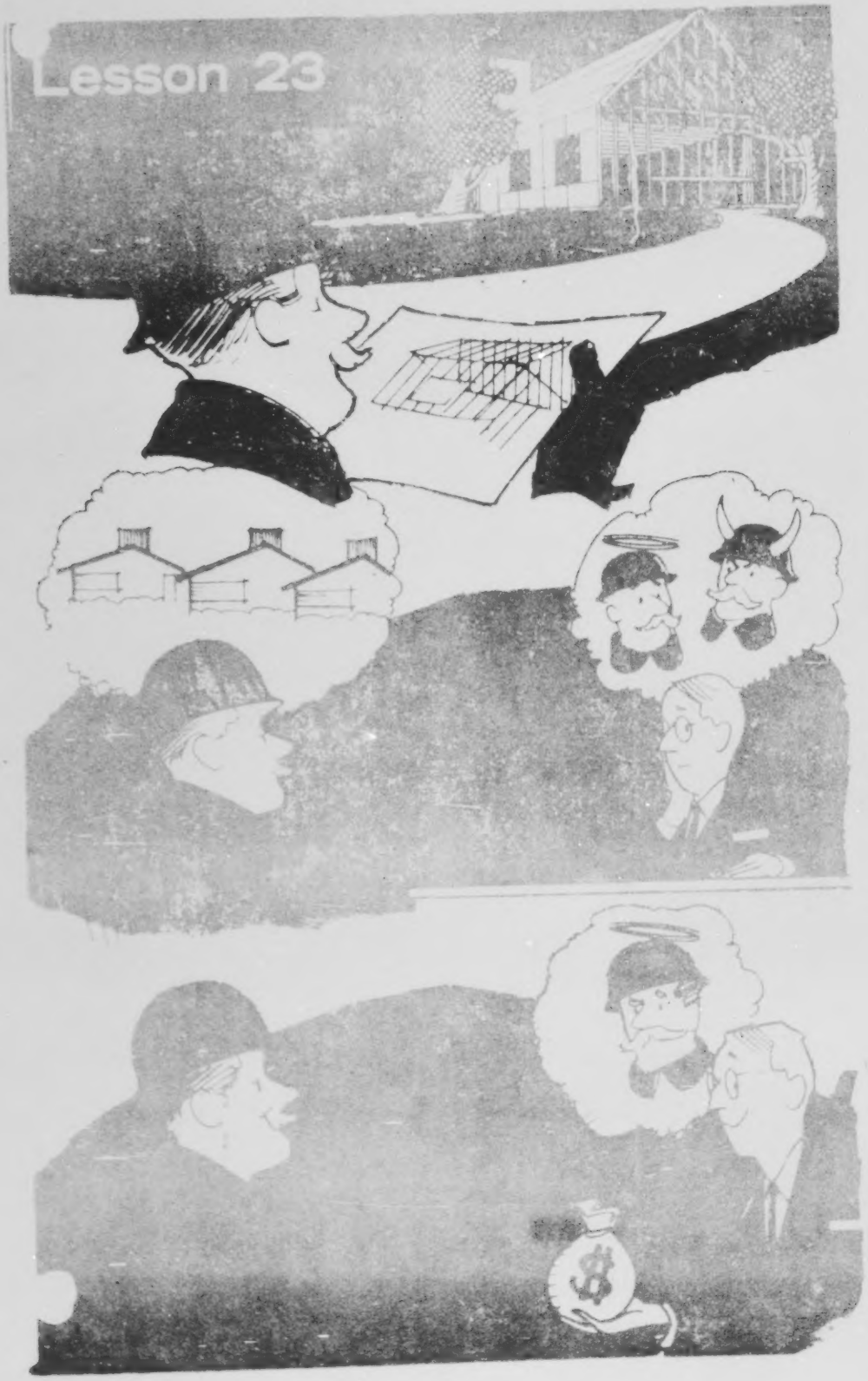


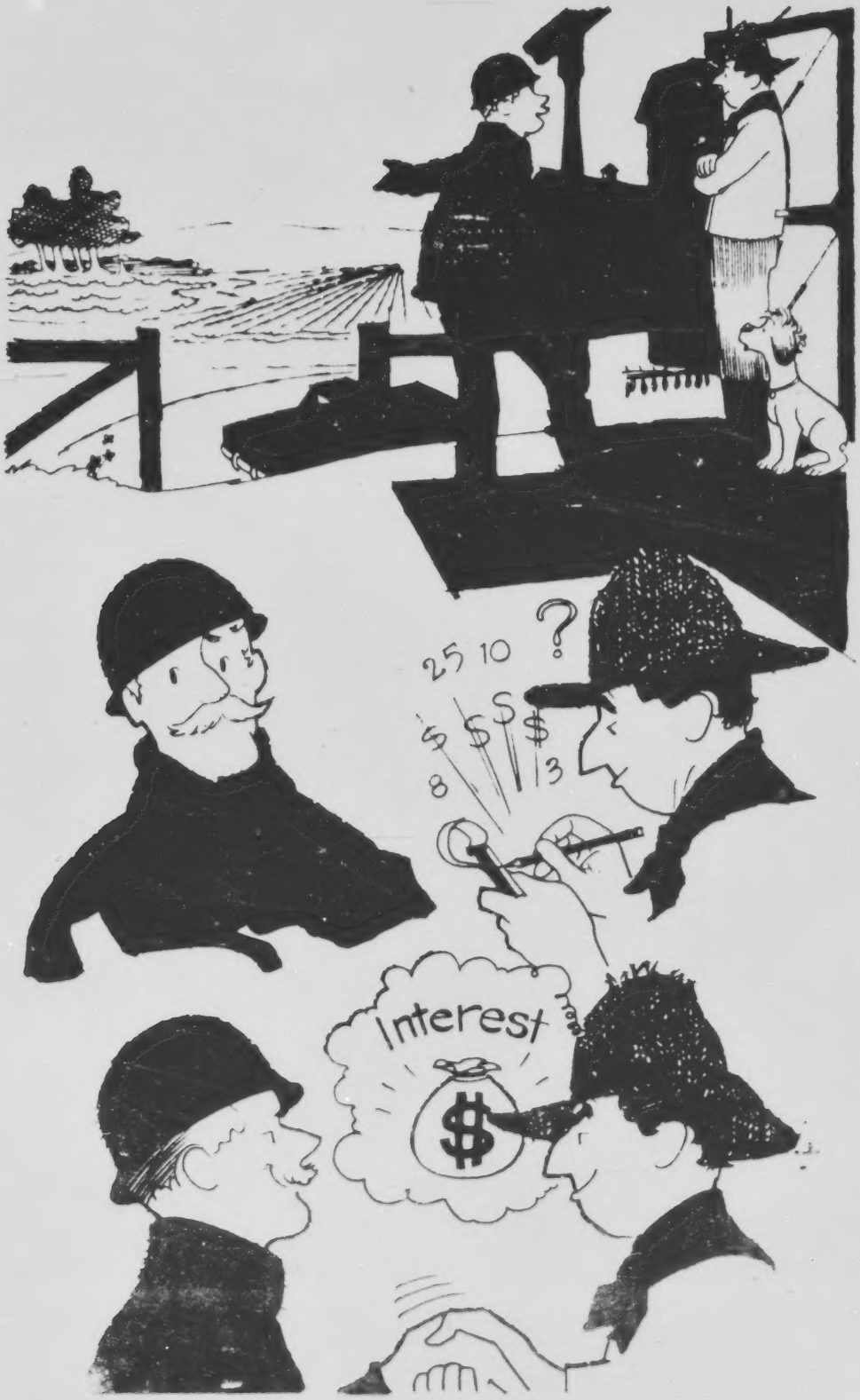
Our House

Woods



Lumberyard


Lesson 23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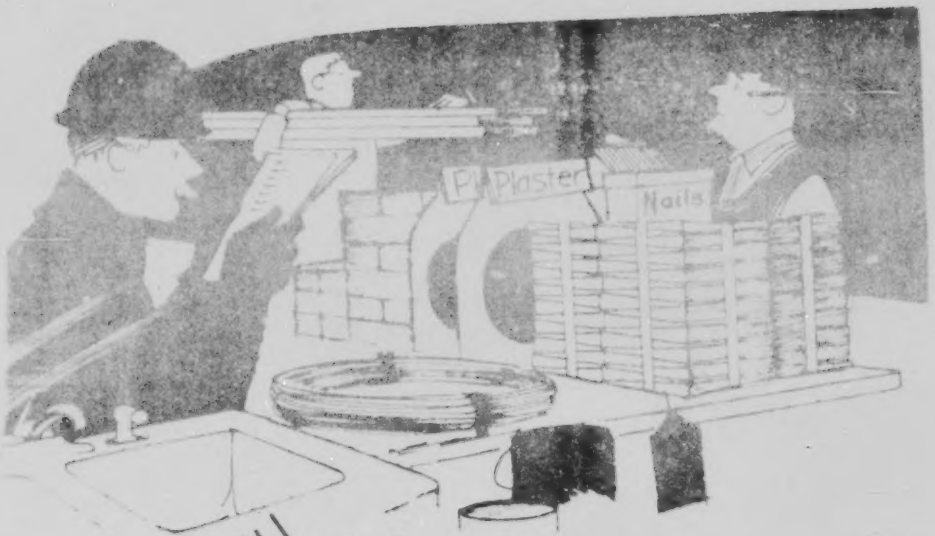

Plaster
Nails

Help Wanted

ACTIVITY 3 Suggested Subject Area: Reading, Art

To remind the children of the whole process of establishing and operating a business, the teacher can read the story "The Three Businessmen" to the class.

After the story has been read, the class can discuss how people choose the business they want to go into, the importance of saving for the man who wants to go into business, what the businessman must have to produce goods, and the importance to the businessman of having customers for what he produces.

Discuss with the children the differences in houses produced today and in pioneer times: log, adobe, sod, etc.

Have students draw a modern day house and a pioneer house to compare.

MATERIALS 3

Book:
Our Working World: Families at Work
--Resource Unit SRA
(page 160)

Drawing paper
Crayons

RESOURCE PEOPLE

Architect

FIELD TRIPS

FILMS

FILMSTRIPS

*"Planning the Home"
--How We Get Our Homes, SVE
(CA Center)

BOOKS

* I Want to Be an Architect, Childrens Press
(CA Center)

SUPPLIES

* Architectural plans
Paper
Rules
Pencils

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Art

Ask students to talk about the architect and his job. Explain the tools used by an architect. Place pictures of the tools on the bulletin board.

Show the filmstrip "Planning the Home" and discuss it with the students. Ask the students to draw the plan of the rooms in their home, label all the rooms. They might also include a picture of the front of their house.

MATERIALS 1

Filmstrip:
"Planning the Home"
--How We Get Our Homes, SVE

Drawing paper
Pencils or crayons

ACTIVITY 2 Suggested Subject Area: Social Science

Have an architect or draftsman come to the class and explain his job, tools he uses, and the product.

Ask him to explain to the students a simple blueprint. Have blueprints for each child to look at or share between one or two children. Have the resource person demonstrate the uses of his tools by drawing a simple plan.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent", "Questions for Group Conferences" from appendix of this book.

MATERIALS 2

Blueprints

Resource Person:
Architect or Draftsman

ACTIVITY 3 Suggested Subject Area: Reading, Art

Read the book I Want to Be an Architect to the students.

Ask the students to draw plans for a house of at least five rooms. Save these plans for a future activity. To help students get an idea of relative distances, have them spread their arms. Should be the same as their height.

MATERIALS 3

Book:
I Want to Be an Architect
--Childrens Press (CA Center)

Paper
Pencils
Rules

RESOURCE PEOPLE

Carpenter
5 or 6 older students
or parents

FILMS

FILMSTRIPS

* "Building the Foundation"
* "Building the Shell"
--How We Get Our Homes, SVE
(CA Center)

FIELD TRIPS

BOOKS

* I Want to Be a Carpenter, Childrens Press
(CA Center)

SUPPLIES

* Tools:
Saws
T square
Rules
Hammers
Brace and ¼" bit
(CA Center)

For each child:
3 feet of ½" x 3" board
20 nails
sandpaper
plans for pencil box
paint brush
tempera paint

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science, Reading

Show the filmstrips "Building the Foundation" and "Building the Shell". Discuss these with the students.

Read to the students the book I Want to Be a Carpenter. Explain to the students that we will build pencil boxes soon. Explain we are going to paint the pencil boxes. Pass out color charts and have them choose two colors they can use.

Ask the students to look through magazines at home and bring in pictures of tools as they find them for this occupation.

MATERIALS 1

Filmstrips:
"Building the Foundation"
"Building the Shell"
--How We Get Our Homes, SVE (CA Center)

Book:
I Want to Be a Carpenter
--Childrens Press (CA Center)

Paint color charts

ACTIVITY 2 Suggested Subject Area: Social Science

Have a resource person carpenter come to the class with his tools to explain what he does, what tools he works with and how they are used. Also have him talk about different types of carpentry.

Have him demonstrate the uses of many of his tools. (If a resource person is not available, teacher demonstrate tools.) If possible, have students try tools we have on scrap wood.

MATERIALS 2

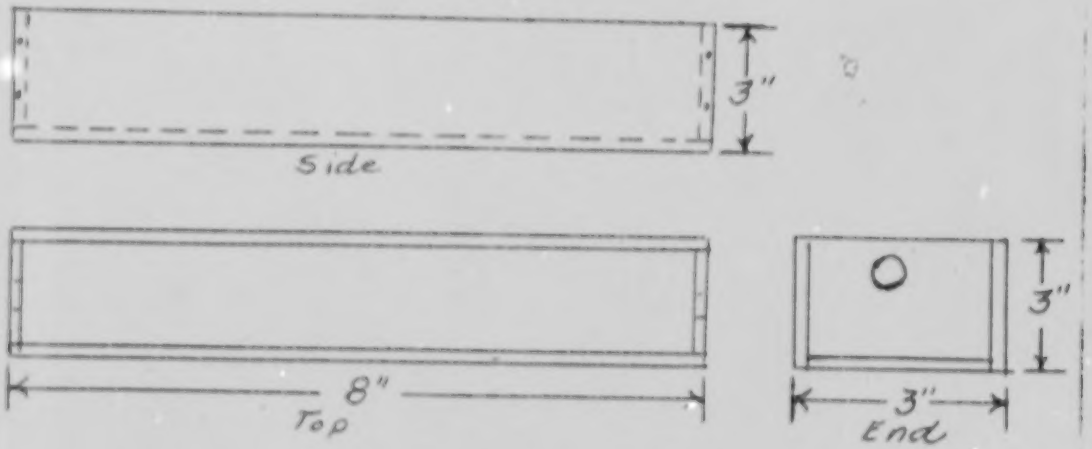
Carpenter Tools
Scrap wood

Resource Person:
Carpenter

ACTIVITY 3 and 4 Suggested Subject Area: Math

Pass out a copy of plans for a pencil box the students will make in class. Draw the plans on the chalkboard. Ask students to name the tools that will be needed. Then show and explain the tools to the class.

With the help of older students or parents, the class will measure out their materials. After measuring them, students saw out the pieces. Make sure each child has a chance to do his own work rather than the helpers doing it for him. Have sandpaper for each student. When they have pieces cut out they can sand them while waiting for others.



The hole is drilled in each end for the practice of using the brace and bit. They can tie a rope on them, or run a dowel through.

MATERIALS 3 and 4

For each child:
3 feet of ½" x 3" lumber
20 nails
sandpaper
plans

Tools:
Saws
T squares
rules
hammers
brace and ½" bit

GRADE 2

ACTIVITY 5

Suggested Suoject Area: Art

Students paint their pencil boxes from the previous activities. They might make drawings on them as they have time.

MATERIALS 5

Paint brush for each student
Tempera paint

RESOURCE PEOPLE

Plumber

FILMS

FILMSTRIPS

* "Finishing the Home"
--The Homes We Live In, SVE
(CA Center)

FIELD TRIPS

BOOKS

Text: Ranches and Rainbows, Ginn and Co.

SUPPLIES

3 funnels, plastic
3 rubber tubes, 3 ft. in length
3 pans

*CA Center Furnishes

2.6 MODELS WHO PROVIDE SHELTER - PLUMBER

GRADE 2

ACTIVITY 1 Suggested Subject Area: Reading

Show the filmstrip "Finishing the Home"

Ask students to look for pictures of tools used by the plumber. Have a number of these tools on display and discuss their uses.

Students read the story "Excitement on Applegate Street" in Ranches and Rainbows.

Discuss the implications to plumbers in the story.

MATERIALS 1

Filmstrip:
"Finishing the Home"
--The Homes We Live In, SVE (CA Center)

Text:
Ranches and Rainbows, Ginn

GRADE 2

ACTIVITY 2 Suggested Subject Area: Science

Perform the following experiment on water flow and water pressures:

Join a rubber tube to a funnel. Hold the tube in the shape of a hill. Be sure that the funnel is a little higher than the hill. Pour water into the funnel and let it flow into a pan.

Ask students to explain how water can flow uphill in the hill of the tube before it flows into the pan. Now lower the funnel until the water stops flowing, ask them to explain this if they can.

Explain how this experiment is one of the bases for household plumbing. Water flowing from underground is forced up into the house by the pressure from pumps in the city system.

From the house plans done in Architecture, have students draw in pipes to the various rooms including sinks, bath, toilets, washers, etc.

Place drawings on bulletin board.

MATERIALS 2

3 funnels
3 rubber tubes, 3' long
3 pans

House plans from Architect unit.

ACTIVITY 3 Suggested Subject Area: Social Science

Invite a plumber to visit the class, explain his job, training, tools he uses and various materials he works with.

Have numerous pipes and other materials available that the students can try fitting together.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

MATERIALS 3

Resource Person:
Plumber

Plumbing Tools

RESOURCE PEOPLE

Electrician
5 or 6 older students
or parents

FILMS

"Electricity All About Us", MP 1058 IMC
"Electricity Works for Us", MP 1059 IMC

FILMSTRIPS

FIELD TRIPS

BOOKS

* SRA Occupational Briefs

SUPPLIES

* 5 dry cell batteries
wire, thin, 7 ft.
* 6 light bulbs, any watt
1 electric heater or toaster
* 18 pieces of covered wire,
1 or 2 ft. each
* 6 small lamp sockets
* 6 flashlight bulbs
6 small blocks of wood
aluminum pan
wire cutters

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Science

Go over the job of an electrician with the students using the work briefs.

Perform the following experiments:
Electricity makes light: You will need a thin piece of wire. You can get this by pulling out one piece from a picture wire or from an old piece of electric wire. You will also need a dry cell to give the electricity for your experiment. The electricity from a dry cell is safe to use. Electricity in your house wires can hurt you badly if you try to do experiments with it.

Hold the wire by its two ends and place it across the two screws of the dry cell. Watch the wire between the two screws begin to glow. When electricity goes through a thin wire that is made of the right material, the wire becomes red hot and glows. It gives off light.

Have students in groups of 5 do this experiment. Each group should also look at a light bulb to see how the same principle works in the bulb.

Electricity makes heat: Get a thick piece of wire and hold it by its two ends. Place it across the two screws of the dry cell. Does it glow as bright as the thin wire? Ask students to hold a small piece of paper near the wire. Does the paper begin to smoke? It is the heat from the wire that makes the wire so hot. When enough electricity flows through a wire we get light and heat. If the wire is thin enough, we get more light than heat.

Show students the difference between the wires of a light bulb and those of a heater or toaster.

MATERIALS 1

7 Dry cell batteries
wire
6 light bulbs
heater or toaster

SRA occupational briefs

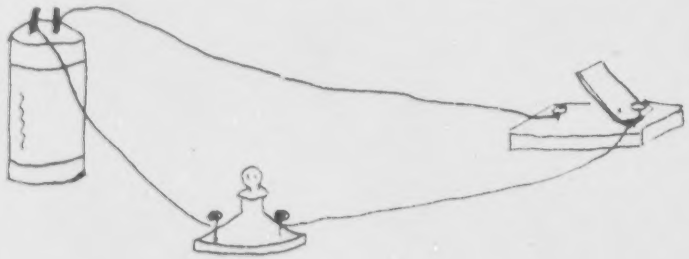
ACTIVITY 2 Suggested Subject Area: Science

Experiment: Electricity Stops and Goes

You will need for each group of 5 students: a dry cell, three pieces of covered wire, a small lamp socket, a flashlight bulb, a small block of wood, two thumbtacks with metal heads, and an aluminum container such as a pie tin.

Cut a strip of aluminum about 3 inches long and an inch wide from the container. Cut off the covering from the ends of the wire. Push a thumbtack through the aluminum strip part way into the wood. Then push another thumbtack into the wood (part way) about two inches away. Now join the wires and push the thumbtacks all the way in. Push the strip of aluminum against the thumbtack. The bulb should light. Then lift it up. Lift it up and down and watch the light.

They have made an electric switch. Compare this with the switches in the room. Ask the students to imagine where the wires must go.



MATERIALS 2

6 dry cell batteries
18 pieces of covered wire
6 small lamp sockets
6 flashlight bulbs
6 small blocks of wood
aluminum pie tins
wire cutters
3 - 6 parents or older grade helpers

2.6 MODELS WHO PROVIDE SHELTER - ELECTRICIAN

GRADE 2

ACTIVITY 3 Suggested Subject Area: Science

MATERIALS 3

Have an electrician come to the class and explain his job, tools and their uses and the training necessary to be an electrician.

If a resource person is not available, try to show as many tools as possible and explain them.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent", "Questions for Group Conferences" from the appendix of this book.

Resource person:
Electrician

RESOURCE PEOPLE

Bricklayer or Mason

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

SUPPLIES

For Display:
cement
sand
gravel
lime
bricks
rock
stone
tile
other materials as available

(If company in area has a display available, find out if it is possible to borrow it.)

Pictures of tile floors,
Murals on walls and floors.

10 lbs. of clay
empty milk cartons, ½ gal. size
straw
paper plates (one for each child)
5 lb. Wundra Flour
5 lb. salt
small rock, stones, tile, chips,
(all various colors)

GRADE 2

ACTIVITY 1 Suggested Subject Area: Science

Have a display of different kinds of bricks, rocks, cement, sand, gravel, etc. set up in the room to show the students materials used in this line of work. Explain we are talking about the cement mason, bricklayer, hod carrier, stone mason, tile layer, etc. Have students look over the products and then talk about any which are found in their homes.

Experiment: Making bricks of clay.

Mix clay with cut-up straw and water. Pour this mixture into a milk carton that is cut down. Leave the carton in the sun for a day or two. Then take out the bricks and finish drying. Each student should be able to make one brick.

Ask students to look for pictures of tools and masons at work for the bulletin board.

MATERIALS 1

Display of: Cement, sand, lime, various bricks, rock, gravel, stone, tile and any other that can be obtained.

Experiment:
clay for each child
milk carton for each child
straw

ACTIVITY 2 Suggested Subject Area: Science, Art

Each student have a large plate or similar container for making a ceramic type picture.

Students make a paste out of flour, salt and water which will be quite thick. Pour this into the plate about 4½ inches thick. The students will be given small stones, tile, chips or other materials to make a mural type picture in the plate. The picture can be anything of their choosing; however, encourage them to cover the entire area of the plate with stone, the object plus the background.

Show them pictures of murals and floors done in this way.

MATERIALS 2

large paper plates
flour
salt
water
small rock, stones, tile chips of various colors

Pictures of tile floors, murals on walls or floors.

2.6 MODELS WHO PROVIDE SHELTER - MASON

GRADE 2

ACTIVITY 3 Suggested Subject Area: Social Science

Presentation by a resource person bricklayer or similar occupation to explain their work, tools and their uses, and the materials he uses.

The materials display should still be set up.

The resource person can demonstrate laying brick by using the bricks the students made earlier plus some of the materials on display.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

MATERIALS 3

Display materials from Act. 1

RESOURCE PEOPLE

FIELD TRIPS

To a Lumber Yard

FILMS

FILMSTRIPS

* "The Skyscraper", Denoyer Geppert
(CA Center)

BOOKS

SRA Resource Units, Our Working World:
Families at Work

Text: Music Round the Town, Follett Pub. Co.

SUPPLIES

Art materials for model community

*CA Center Furnishes

2.6 MODELS WHO PROVIDE SHELTER - CONCLUSION

GRADE 2

ACTIVITY 1 Suggested Subject Area: Music

MATERIALS 1

Students sing the song "Carpenters" on page 36 of Music Round the Town. Then sing "Builders at Work" from pages 30 and 31.

See if students can think of stanzas which might pertain to other workers, especially those which we have just studied: electricians, architects, draftsman, or plumbers.

An alternative additional song is "Say Hello to Mr. Hall" which focuses on the activities of the builder. If the song is not sung, read it to the class. Page 161.

Text:
Music Round the Town
--Follett Pub. Co.

Book:
Our Working World: Families at Work
--SRA Resource Unit

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ACTIVITY 2 Suggested Subject Area: Social Science

MATERIALS 2

Show the filmstrip "The Skyscraper". Discuss different building jobs shown.

Give each student a copy of 6c: "How Are Houses Built?" and have them do as directed. Go over the results and explain the sequence.

Give each student a copy of 23A: "What will the Builder Need?" and do as directed. Go over the results and ask students to say why each is ne needed or not needed.

Filmstrip:
"The Skyscraper"
--Denoyer Geppert
(CA Center)

Book:
Our Working World: Families at Work
--SRA Resource Unit
(Pages 61 and 36)

Unit 2.6

6c: How Are Houses Built?

The builder buys land. ☐

The architect makes plans. ☐

People take their savings to the bank. ☐

The builder gets materials, workers, and tools. ☐

The builder gets a loan. ☐

The builder sells the house. ☐

The builder starts to build a house ☐

23A: What Will the Builder Need?

ACTIVITY 3 Suggested Subject Area: Social Studies

MATERIALS 3

Field Trip to a Lumber Yard

Class take a trip to a lumber yard to look at all the materials available which we have studied in this unit. Ask the students to mention how the tool or supply is used in a number of instances.

Review for a Field Trip:
"How to Get the Most From a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
from appendix to this book.

ACTIVITY 4 Suggested Subject Area: Art

MATERIALS 4

Art supplies

Students add several homes to the community project. Also they might add a lumber yard, an office building to house architectural businesses, and a construction company.

CONCEPTS

Students become familiar with the broad area of transportation. Students see the importance of transportation in the community. Students see the importance of transportation as it shaped our country. Students become familiar with the workers in the industries of railways, airways, shipping and motor transport. Students become familiar with the most important language of the profession. Students become familiar with each particular mode of transportation. Students learn the job performed by the uniform worn.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe as least five job areas (stewardess, pilot, etc.) in the aviation field.

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, ask them to describe at least five job areas (stewardess, pilot, etc.) in the aviation field.

   B. Test Description: Role-playing
   Teacher Directions: Refer to activity #13.

2. Students will be able to sescribe one main function for each of the following vessels listed below: Ferryboat, tug, ocean liner, cargo ship, barge.

   A. Test Description: Class discussion
   Teacher Direction: Organize a class meeting or discussion. Ask the students to describe and discuss one main function for each of the following waterways vessels: ferryboat, tug, ocean liner, cargoship, barge.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask them to describe one main function for each of the following waterway vessels: Ferryboat, tug, oceanliner, cargoship, barge.

CONCEPTS

Students become familiar with the broad area of transportation. Students see the importance of transportation in the community. Students see the importance of transportation as it shaped our country. Students become familiar with the workers in the industries of railways, airways, shipping and motor transport. Students become familiar with the most important language of the profession. Students become familiar with each particular mode of transportation. Students learn the job performed by the uniform worn.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. Students will be able to describe five forms of motor transportation.

   A. Test Description: Draw-a-picture illustration
   Teacher Directions: Give the students several pieces of blank paper and crayons. Ask them to draw pictures illustrating five forms of motor transportation.

   B. Test Description: Oral Test
   Teacher Directions: In individual conferences with each student, ask them to describe five forms of motor transportation.

4. Students can circle the picture of the worker involved when shown the picture of a mode of transportation. (i.e. captain of ship-cargo vessel) with an 80% accuracy from the following: cargo vessel, truck, airliner, train engine, bus.

   A. Test Description: Circle-a-picture test
   Teacher Directions: Show the class pictures of the following modes of transportation: cargo vessel, truck, airliner, train engine, bus. Ask the students to circle the picture of the worker involved (i.e. captain of the ship - coargo vessel). Give each student pictures of the five workers involved so they can circle the appropriate picture.

CONCEPTS

Students become familiar with the broad area of transportation. Students see the importance of transportation in the community. Students see the importance of transportation as it shaped our country. Students become familiar with the workers in the industries of railways, airways, shipping and motor transport. Students become familiar with the most important language of the profession. Students become familiar with each particular mode of transportation. Students learn the job performed and the uniform worn.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe as least five job areas (stewardess, pilot, etc.) in the aviation field.

   A. Test Description: Oral test
   Teacher Directions: In individual conferences with each child, ask them to describe at least five job areas (stewardess, pilot, etc.) in the aviation field.

   B. Test Description: Role-playing
   Teacher Directions: Refer to activity #3.

2. Students will be able to sescribe one main function for each of the following vessels listed below: Ferryboat, tug, ocean liner, cargo ship, barge.

   A. Test Description: Class discussion
   Teacher Direction: Organize a class meeting or discussion. Ask the students to describe and discuss one main function for each of the following waterways vessels: ferryboat, tug, ocean liner, cargoship, barge.

   B. Test Description: Oral test
   Teacher Directions: In individual conferences with each student, ask them to describe one main function for each of the following waterway vessels: Ferryboat, tug, oceanliner, cargoship, barge.

CONCEPTS

Students become familiar with the broad area of transportation. Students see the importance of transportation in the community. Students see the importance of transportation as it shaped our country. Students become familiar with the workers in the industries of railways, airways, shipping and motor transport. Students become familiar with the most important language of the profession. Students become familiar with each particular mode of transportation. Students learn the job performed by the uniform worn.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. Students will be able to describe five forms of motor transportation.

   A. Test Description: Draw-a-picture illustration
   Teacher Directions: Give the students several pieces of blank paper and crayons. Ask them to draw pictures illustrating five forms of motor transportation.

   B. Test Descripttion: Oral Test
   Teacher Directions: In individual conferences with each student, ask them to describe five forms of motor transportation.

4. Students can circle the picture of the worker involved when shown the picture of a mode of transportation. (i.e. captain of ship-cargo vessel) with an 80% accuracy from the following: cargo vessel, truck, airliner, train engine, bus.

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   Teacher Directions: Show the class pictures of the following modes of transportation: cargo vessel, truck, airliner, train engine, bus. Ask the students to circle the picture of the worker involved (i.e. captain of the ship - coargo vessel). Give each student pictures of the five workers involved so they can circle the appropriate picture.

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

*Shortstrips from Encyclopaedia Britannica:
*"What Is Transportation?"
*"Man's Early Transportation"
*"Early Transportation in America"
*"Power Changes Transportation"
(CA Center)

*"The Method We Use", Transportation Today
--Coronet (CA Center)

BOOKS

*Wings and Wheels, Albert Whitman & Co. (CA Center)

*Favorite Poems Old and New, Doubleday and Co.
(School Library)

SUPPLIES

*CA Center Furnishes

2.7 MODELS WHO PROVIDE TRANSPORTATION - Introduction

GRADE 2

ACTIVITY 1

Suggested Subject Area: Reading

Included in the Teaching Pictures packet "Transportation" are 12 pictures: cars, buses, pick-up trucks, freight trucks, freight trains, propeller airplanes, jet airplanes, helicopters, speed boats, steamships, bicycles and tricycles and motorbikes.

There is also a Teacher's Resource Unit containing many excellent ideas for the use of the pictures. You might use these simply as an introduction to the area of transportation, or as individual activities throughout the study of this unit. Use as much of the material as you feel is helpful.

MATERIALS 1

Teaching Pictures:
"Transportation", Troll Associates
(CA Center)

ACTIVITY 2

Suggested Subject Area: Social Studies

Ask the students to name all the forms of transportation they can think of, both past and present.

Show the shortstrip "What Is Transportation?". Go over the discussion questions contained in the packet.

Read Wings and Wheels to the students. Go over the picture dictionary section with the students.

Ask students to look in magazines at home and bring pictures of as many forms of transportation as they can find.

MATERIALS 2

Filmstrip:
"What Is Transportation?"
--Encyclopaedia Britannica
(CA Center)

Book:
Wings and Wheels
--Albert Whitman Co.
(CA Center)

ACTIVITY 3 Suggested Subject Area: ading

Ask the students, in turn around the room, to bring up a form of transportation. As one is named, all other students with the same form of transportation bring their pictures to the table and place them on the like stack. Continue until you have no more pictures. Ask if there were more forms which were not found.

Pick up a picture or more from each pile and ask the students to name some workers associated with that form. Place a number of pictures on the bulletin board.

Read the poem "There Are So Many Ways of Going Places". Discuss the different modes of transportation mentioned in the poem.

Show the filmstrip: "The Method We Use" from Transportation Today.

Read any number of poems on pages 183-203 dealing with transportation from the book Favorite Poems Old and New. A personal copy can be purchased for $6.95.

MATERIALS 3

Pictures children have brought from home.

Book:
Favorite Poems Old and New, Page 184
--Doubleday and Co.

Filmstrip:
"The Method We Use"
--Transportation Today, Coronet

ACTIVITY 4 Suggested Subject Area: Social Science

Show and discuss the shortstrips:
"Man's Early Transportation"
"Early Transportation in America"
"Power Changes Transportation"

Discuss questions contained in the packets.

MATERIALS 4

Shortstrips:
"Man's Early Transportation"
"Early Transportation in America"
"Power Changes Transportation"
--Encyclopaedia Britannica

2.7 MODELS WHO PROVIDE TRANSPORTATION, Airline — GRADE 2

RESOURCE PEOPLE

Airline Employee

FILMS

"Darius Green and His Flying Machine"
MP 1301 IMC

"Transportation by Helicopter"
MP 1350 IMC

FILMSTRIPS

Shortstrips:
*"The Coming of the Airport"
*"Airport"
--Encyclopaedia Britannica (CA Center)

FIELD TRIPS

BOOKS

*Come to Work With Us in an Airport, Sextant
*I Want to Be an Airline Hostess, Children's Press
*I Want to Be a Pilot, Children's Press
(CA Center)

Texts:
This Is Music, Allyn and Bacon, Inc.
Sing a Song, Prentice Hall, Inc.
Music Round the Town, Follett Pub. Co.
More Singing Fun, Webster Pub. Co.

SUPPLIES

Art materials

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science, Language

Show the shortstrips "The Coming of the Airplane" and "Airport". Discuss the questions with the packets. Have students point out the employees shown in the strips. Ask any who have ridden in a plane to explain their trip.

Read the book Come to Work With Us in an Airport. Read each poem and show the picture and cartoon to the students. Go over the glossary at the back.

MATERIALS 1

Filmstrips:
"The Coming of the Airplane"
"Airport"
--Encyclopaedia Britannica

Book:
Come to Work With Us in an Airport
--Sextant

ACTIVITY 2 Suggested Subject Area: Reading

Read to the students, or have students read aloud, the books I Want to Be an Airline Hostess and I Want to Be a Pilot. Discuss the jobs described in these books and the importance of the airline to the community.

Ask students to be thinking of questions they wish to ask an airline employee for the next activity.

MATERIALS 2

Books:
I Want to Be an Airline Hostess
I Want to Be a Pilot
--Children's Press

ACTIVITY 3 Suggested Subject Area: Social Studies

Have an airline employee (preferably one of an airline crew) talk to the students concerning his work and the airlines in general. Be sure to leave time for questions and answers. (Review for guest speaker from appendix of this book.)

Or show one of the following films: "Darius Green and His Flying Machine", MP 1301 IMC; "Transportation by Helicopter", MP 1350 IMC

MATERIALS 3

Films:
"Darius Green and His Flying Machine"
MP 1301 IMC
"Transportation by Helicopter"
MP 1350 IMC

ACTIVITY 4 _ Suggested Subject Area: Music

Students sing some of the following songs: "At the Airport", "Airplane Song", "To an Airplane", "Little Airplane".

Also read to them the poem "Up in the Air"

Zooming across the sky
Like a great bird you fly,
Airplane,
Silvery white
In the light.

Turning and twisting in the air,
When shall I ever be there,
Airplane,
Piloting you
Far in the blue?

Briefly explain the importance of airlines to the community, both for passenger and freight service. Have students name some airlines they know. Mention important ones not named -- United, American, Trans World, Air West, Western, Northwest Orient, Pan American, Eastern.

MATERIALS 4 _

Texts:
This Is Music, Allyn and Bacon, Inc.
"At the Airport"

Sing a Song, Prentice Hall, Inc.
"Airplane Song"

Music Round the Town, Follett Pub. Co.
"In an Airplane"
"Up in the Air"

More Singing Fun; Webster Pub. Co.
"Little Airplane"

ACTIVITY 5 Suggested Subject Area: Math

Arrange the room so that the chairs represent an airliner. We are going to take a trip from Boise to San Francisco. Students play the role of travel agent, ticket salesman, baggageman, weather man, control tower operator, mechanic, fuel man, stewardess, pilot, copilot, navigator, traffic director, clean-up personnel, redcap, etc.

Since most of the students will have jobs, it is suggested passengers be made. Get butcher paper, have students lie on it while others trace around them. Fill in and cut out the tracings of passengers.

Now we should be ready for the trip. Have each person do his job. Using play money, each student buy a ticket for a passenger.

Or build an airport for the model community.

Or have students read one or more of the stories from the section "Up and Away" of Around the Corner, Ginn. The stories are:

Airplane Andy
The Flying Fireman
Peter and the Pilot
Big Fellow and the Airfield
Happy, the Helicopter

Discuss different ways airplanes help society.

MATERIALS 5

Art materials:
butcher paper
scissors
pencils or felt pens
crayons if desired

Dishes from kitchen:
trays, cups, utinsils

play money
tickets
brochures

Text:
Around the Corner, Ginn

RESOURCE PEOPLE

FIELD TRIPS

FILMS

"Trucks and Trains", MP 1230 IMC

"Railroads, Lifeline of the Nation"
--B.S.C. Film Library

FILMSTRIPS

*"The Railroad Yard", Encyclopaedia Britannica
(CA Center)

BOOKS

*I Want to Be a Train Engineer, Children's Press
*Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co.
(CA Center)
*Favorite Poems Old and New, Doubleday and Co., Inc.
(School Library)

Texts:
Music Round the Town, Follett Pub. Co.
More Singing Fun, Webster Pub. Co.
Music Through the Years, Follett Pub. Co.

SUPPLIES

Art Supplies

*CA Center Furnishes

ACTIVITY 1 _ Suggested Subject Area: Reading

Read the book I Want to Be a Train Engineer to the students. Short discussion should follow the story.

Teacher read to the students the poem, "Song of the Train". If the students wish have them read it as a choral reading and see if they can make it sound like a train.

Also read to them the poem "Trains" on the same page.

MATERIALS 1 ___

Books:
I Want to Be a Train Engineer
--Children's Press

Favorite Poems Old and New
--Doubleday and Co.
page 188

ACTIVITY 2 Suggested Subject Area: Music

Students sing songs about railways. Suggested ones: "The Railroad Train" "On Our Train" "Little Old Train" "Down By the Station" "Trains".

Discuss the various types of work done by trains in the song "Trains". If the song is not sung, read it to the class as this is the most descriptive account of railroad work.

Trains

1. It's coming! Here comes the streamliner, silvery Zephyr,
   Streaking along like a low-flying arrow,
   So swift, yet so silent, a beautiful sight,
   Flying along, so sleek and long!

   Whom are you taking to far distant places?
   Close to the windows I see happy faces;
   I wish I were riding with you ev'ry day,
   Traveling gay far, far away, Zephyr Queen!

2. It's rolling! How many cars in that long freight, I wonder.
   More than a hundred, they rumble like thunder,
   --Coal cars and tankers and boxcars of red.
   Where have you been? Where will you go?
   Cattle for market and tractors for farming,
   Big orange girders for some tall, tall building.
   So faithful, so mighty, you roll day and night,
   Block signal's green, no need to wait, diesel freight!

MATERIALS 2

Texts:
Music Round the Town Follett
"The Railroad Train"
"On Our Train"

More Singing Fun - Webster
"Little Old Train"

Music Through the Years Follett
"Down By the Station"
"Trains"

ACTIVITY 3 Suggested Subject Area: Social Science

Show the shortstrip "The Railroad Yard". Go over the suggestions and questions provided with the strips. Have students indicate the various kinds of cars they saw and guess what they do. Also point out the work of the employees shown. Emphasize the importance of railways in America and the community, how they played a very important part in our history.

Mention a few of the nation's important lines:

Eastern:
- Penn Central
- Baltimore and Ohio
- Norfolk and Western

Southern:
- Seaboard and Coast Line
- Louisville and Nashville
- Southern

Midwestern:
- Illinois Central
- Missouri Pacific
- Rock Island Line
- Chicago and Northwestern

Western:
- Union Pacific
- Atchison, Topeka and Santa Fe
- Burlington Northern
- Southern Pacific

MATERIALS 3

Filmstrip:
"The Railroad Yard"
--Encyclopaedia Britannica

ACTIVITY 4 Suggested Subject Area: Art

Discuss with the students various railway workers and what they do: engineer, switchman, gandy dancer, yardmaster, porter.

Have students draw and color one of the following: a railway worker, modern freight or passenger train, historic freight or passenger train.

MATERIALS 4

Book:
Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co. (School Library)

Art supplies

ACTIVITY 5 Suggested Subject Area: Science

Discuss briefly the types of motive power used on railroads throughout history. Show some pictures of each: wood, coal, diesel oil, kerosine, electric.

Do one or more of the following:

1. Students will build the passenger depot, freight depot and yards and railway line for the model community. This will be constructed of cardboard for buildings and for trains. For tracks, wire and toothpicks would be workable.

2. Students bring an electric train from home and set it up in the classroom. Go over the various components including the people who work in various areas of the industry.

3. If any student's parent works for the railroad, invite the parent to the class to discuss the job aspects of railroading. Send home a form sheet a few days early so the parent will be aware of what we are emphasizing.

4. Show one of the films: "Trucks and Trains", MP 1230 IMC or "Railroads, Lifeline of the Nation", B.S.C. Film Library.

If 3. is used, review for guest speaker: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences from appendix of this book.

MATERIALS 5

Pictures of motive power.

Art supplies:
cardboard
paste
staples
scissors
wire
string
toothpicks

Films:
"Trucks and Trains" MP 1230 IMC
"Railroads, Lifeline of the Nation"
B.S.C. Film Library

RESOURCE PEOPLE

FILMS

"Transportation by Inland Waterway", MP 1214 IMC

SUPPLIES

Art supplies
*Pictures of ships (CA Center)

FILMSTRIPS

*"The Harbor", Encyclopaedia Britannica (CA Center)

*"The Tugboat Has a Job", Denoyer-Geppert (CA Center)

FIELD TRIPS

BOOKS

*Ed Emberley's Drawing Book: Make a World --Little, Brown and Co. (School Library)
*I Want to Be a Ship Captain, Children's Press
*Your World: Let's Visit a Ship, Taylor Pub. Co. (CA Center)
*Favorite Poems Old and New, Doubleday and Co., Inc. (School Library)

Texts:
This Is Music, Allyn and Bacon
Sing a Song, Prentice Hall, Inc.
Music Round the Town, Follett Pub. Co.
More Singing Fun, Webster Pub. Co.

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science

Ask students to name as many kinds of ships as they can and try to explain what their work might be.

Show pictures of many kinds of ships. Show the shortstrip "The Harbor" and go over the questions and suggestions with the material. Ask the students if anyone can explain why so much material is shopped by boat when it is so much faster by plane or train.

Ask if any students have been to the ocean and observed shipping in action.

MATERIALS 1

Filmstrip:
"The Harbor"
--Encyclopaedia Britannica

ACTIVITY 2 Suggested Subject Area: Art

Have students draw and color ships, either ocean, lake, river, underwater.

When they have finished, ask some students to tell about their pictures and what service the ships perform. Try to pick as many different kinds as possible. Also ask who works on the ship and what the work is that is done. Pin up all the pictures on the bulletin board.

Use the drawing book, Make a World.

MATERIALS 2

Book:
Ed Emberley's Drawing Book:
Make a World
(School Library)

Art supplies

ACTIVITY 3 Suggested Subject Area: Reading

Ask the students to guess the jobs done by the following: captain, river or harbor pilot, longshoreman, machinist, steward, purser, bargeman. Also discuss other pertinent vocabulary words such as harbor, dock, pier.

Explain how naval shipping helps the Boise area although we are far from the ocean.

Read the book I Want to Be a Ship Captain to the studerts. Discuss it briefly afterwards. Show pictures from the book Let's Visit a Ship.

Read to the students a number of these poems:

- "On a Steamer"
- "Back and Forth"
- "Riding in a Motor Boat"
- "Tugs"
- "Freight Boats"
- "Cargoes"

MATERIALS 3

Books:

I Want to Be a Ship Captain
--Children's Press

Your World: Let's Visit a Ship
--Taylor Pub. Co.

Favorite Poems, Old and New
--Doubleday

ACTIVITY 4 Suggested Subject Area: Art

Make a loading dock to go into the model community as done in the railway and airline sections. Ships can also be made by some.

MATERIALS 4

Art supplies

ACTIVITY 5 Suggested Subject Area: Music

Sing some of the songs: Going Down to Cairo
Sailing Song
At the Harbor
Ships in the Harbor
Ferryboat
Ferryboat is Coming
Over the Deep Blue Sea

MATERIALS 5

Texts:
This Is Music, Allyn and Bacon
Going Down to Cairo
Sailing Song

Sing a Song, Prentice Hall
At the Harbor

Music Round the Town, Follett Pub. Co.
Ships In the Harbor
Ferryboat
Ferryboat Is Coming

More Singing Fun, Webster Pub. Co.
Over the Deep Blue Sea

ACTIVITY 6 Suggested Subject Area: Social Studies

Show the film "Transportation by Inland Waterways" MP 1214 IMC

Discuss it afterward.

MATERIALS 6

Film:
"Transportation by Inland Waterways"
--MP 1214 IMC

ACTIVITY 7 Suggested Subject Area: Reading

Show the Filmstrip "The Tugboat Has a Job" and discuss it with the class emphasizing the workers shown in the strip.

Materials 7

Filmstrip:
"The Tugboat Has a Job" D-G

RESOURCE PEOPLE

Commercial Bus Driver
with Bus

FILMS

"Transportation by Bus", MP 1207 IMC

SUPPLIES

125 boxes
U.S. Map
Art supplies (for model town)

FILMSTRIPS

* "The Automobile"
* "The Truck Terminal"
--Encyclopaedia Britannica (CA Center)

FIELD TRIPS

BOOKS

* I Want to Be a Bus Driver
* I Want to Be a Service Station Attendant
* I Want to Be a Taxi Driver
* I Want to Be a Truck Driver
* I Want to Be a Mechanic
--Children's Press (CA Center)
* Favorite Poems Old and New, Doubleday and Co., Inc.
(School Library)

Texts:
Sing a Song, Prentice Hall, Inc.
This Is Music, Allyn and Bacon, Inc.
Music Round the Town, Follett Pub. Co.

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Reading

Students name as many forms of motor transportation as they can. Make a list on the board.

Show the shortstrips "The Automobile" and "The Truck Terminal" using the questions accompanying each. Check off the forms of motor travel they see in the filmstrips with those listed on the board. Add any missed.

Ask students to look through old magazines at home and bring to class as many different forms of motor transport as they can find.

Read some of these poems and discuss: "Song of the Blue Roadster" "Stop-Go" "Funny the Way Different Cars Start" "Trucks" "B's the Bus"

MATERIALS 1

Filmstrips:
"The Automobile"
"The Truck Terminal"
--Encyclopaedia Britannica

Book:
Favorite Poems Old and New
--Doubleday and Co.
(School Library)

ACTIVITY 2 Suggested Subject Area: Social Science

On a bulletin board place the words MOTOR TRANSPORT then at various places around the board place the words bus, trolley, truck, automobile (car), and any other categories you feel are appropriate. Have students come up with their pictures which they have brought from home one at a time and pin them up under the various categories.

After finishing, go over the different businesses represented under each category, i.e. moving, delivery, taxi, etc. Have the students guess the duties of many people connected with these businesses.

Show any pictures available from the CA Center. Tell students of Activity 4 and have them be thinking of questions to ask bus driver.

MATERIALS 2

Pictures from CA Center

ACTIVITY 3 Suggested Subject Area: Social Studies

Show and discuss the film "Transportation by Bus"

MATERIALS 3

Film:
"Transportation by Bus"
--MP 1207 IMC

ACTIVITY 4 Suggested Subject Area: Social Studies

Ask CA Office to arrange to have a bus driver bring a commercial bus to the school, explain his job, training, etc. Then the students tour the bus as the driver explains it.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 4

Resource Person:
Commercial Bus Driver with Bus

ACTIVITY 5 Suggested Subject Area: Math

Give each student five small boxes with money figures on them. Explain that they are shipping clerks and they must receive that amount of money to send these boxes from Boise to Portland. Have them figure the amount on paper and then count out the correct amount in play money.

Now tell them you are shipping the same boxes to Los Angeles, but it will cost twice as much. Show them why on a map. They should now figure this. Have them open the boxes to see what was shipped. (Have a variety of things in them.)

MATERIALS 5

125 boxes
play money
map of U.S.
materials in boxes

ACTIVITY 6 Suggested Subject Area: Art

Build the bus terminal, truck terminal, taxi stand, gas station, garage for model community as done with other transportation areas.

MATERIALS 6

Art Materials

ACTIVITY 7 Suggested Subject Area: Reading

Have four students read aloud the books I Want to Be a Bus Driver, I Want to Be a Service Station Attendant, I Want to Be a Taxi Driver, I Want to Be a Truck Driver.

MATERIALS 7

Books:
I Want to Be a Service Station Attendant
I Want to Be a Taxi Driver
I Want to Be a Bus Driver
I Want to Be a Truck Driver
I Want to Be a Mechanic
--Children's Press (CA Center)

ACTIVITY 8 Suggested Subject Area: Music

Sing a number of these songs: "Riding in a Taxi"
"The Happy Bus"
"Trucks"
"The Gas Station Man"

MATERIALS 8

Texts:
Sing a Song, Prentice Hall
This Is Music, Allyn and Bacon
Music Round the Town, Follett Pub. Co.

ACTIVITY 9 Suggested Subject Area: Art

Assemble the "Trucking Class Workit" from American Trucking Association, Inc. and put it out for display. Discuss the various types of trucks in the kit. (Before deciding to do this activity, check to see if kit is available.)

MATERIALS 9

"Trucking Class Workit"
--American Trucking Assoc., Inc. and Consolidated Freightways

RESOURCE PEOPLE

FIELD TRIPS

FILMS

FILMSTRIPS

*"Going Places" Towns and Cities, Field
*"Transportation in the Space Age", Encyclopaedia Britannica
*"Transportation", Eye Gate
*"Learning to Live With Others" (Kit), Singer, SVE
*"Systems Work Together", Transportation Today Coronet
(CA Center)

BOOKS

*Wings and Wheels, Albert Whitman and Co.
*Our Working World, SRA (Manual)
(CA Center)

Text:
Around the Corner, Ginn and Co.

SUPPLIES

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science

Show and discuss the filmstrips "Transportation" and "Going Places".

Review the suggestions on pages 52-53 of the Towns and Cities Teachers' Manual and go over those you feel are appropriate for this activity in the light of what we have studied so far.

MATERIALS 1

Filmstrips:
"Transportation", Eye Gate
"Going Places", Field
(CA Center)

Teachers' Manual from Field Kit

ACTIVITY 2 Suggested Subject Area: Reading, Art

Read the following poems to the class:
"Aeroplane"
"Trains at Night"
"Trains"
"Trucks"
"Engine"
"Up in the Air"
"How the Indians Travelled"
"How Do I Go"

Ask all the students to make a drawing of their favorite form of transportation. Place drawings on the bulletin board.

Show the filmstrip "Systems Work Together" from Transportation Today.

If the SRA book is not available in your school, there are many poems relating to transportation on pages 183-203 of Favorite Poems Old and New.

MATERIALS 2

Manual:
Our Working World, SRA (page 103)

Art materials

Filmstrip:
"Systems Work Together"
--Transportation Today, Coronet
(CA Center)

ACTIVITY 3 Suggested Subject Area: Reading, Social Studies

Read the book Wings and Wheels to the students, showing pictures of each section read.

Have the four corners of the room labelled rail, motor, air and water transport. Divide the room into four groups, each group representing one form of transportation. Have the groups meet in their respective corners and think of as many jobs as possible for that industry. So they won't forget them, each student will be one or more of the jobs. Go from group to group and have the students name a job at a time (name only one and then go to the next group). The teams get one point for each job named. The teacher should keep score on the board.

MATERIALS 3

Book:
Wings and Wheels
--Albert Whitman Co. (CA Center)

ACTIVITY 4 Suggested Subject Area: Reading

Show the shortstrip: "Transportation in the Space Age".

Students read at least one of the stories from the section "Up and Away" of the reading text Around the Corner. These would be:

"Airplane Andy"
"The Flying Fireman"
"Peter and the Pilot"
"Big Fellow and the Airport"
"Happy the Helicopter"

MATERIALS 4

Filmstrip:
"Transportation in the Space Age"
--Encyclopaedia Britannica
(CA Center)

Text:
Around the Corner, Ginn and Co.